The perceived role(s) of year heads in a secondary school, in the implementation of the positive behavioural policy

Thesis

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THE PERCEIVED ROLE(S) OF YEAR HEADS IN A SECONDARY SCHOOL, IN THE IMPLEMENTATION OF THE POSITIVE BEHAVIOURAL POLICY

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ABSTRACT

The school is a small Catholic secondary (550+) in an inner-city area, implementing a positive behavioural policy. The research is a case study of year heads and aspects of their perceived role(s). It was undertaken in line with the drive for school improvement and effectiveness, which focuses on learning. Interviews were carried out within and outside pastoral middle and senior management, meetings were observed, and class tutors were surveyed using a questionnaire to ascertain their views of their line managers' roles.

The sample included twelve class tutors, five year heads and several middle and senior managers, plus observations of many meetings and examination of some documents. Detailed semi-structured interviews were conducted and a substantial questionnaire accessed class tutors' expectations of the year head role with regard to the policy. Data on how roles were sent and how people knew what to do emerged.

Following an initial study, research instruments were further developed and tested. Data were coded and assessed qualitatively. They were thematically analysed using some grounded theory methods. This case study will show year heads working ceaselessly to fulfil the tasks associated with their roles, in the context of the implementation of the positive behavioural policy, within the setting examined, but it will reveal their own feelings of a shortfall between the enacted role and the subjective role, limiting their perceived effectiveness within role.

A key issue which appeared was that roles and effectiveness within the context of 'pastoral' middle leadership were found to be dependent upon trust and autonomy. Themes such as time shortage, training needs, role tensions and overload emerged from the data. Another theme uncovered was many participants' disregard of the 'pastoral/academic divide', preferring a more holistic role for year heads.

Conclusions tentatively suggesting ideas of distributed leadership and communities of practice, as possible solutions to the problems of such middle leader role fulfilment, were drawn.

DEDICATION

This thesis is dedicated to the memory of my late husband, Thomas. Without his help, support and encouragement, I would never have embarked on such a venture, and such an adventure.

ACKNOWLEDGEMENTS

Heartfelt gratitude is due to all my colleagues in the school involved in this research. They gave generously of their time and experience.

Thanks also to my family, especially my daughter Sarah, and my friends, for their patience and tolerance over the last five years.

In particular, grateful appreciation to my tutor/supervisor
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a dedicated and supportive teacher, mentor and friend.

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LIST OF ACRONYMS AND ABBREVIATIONS USED

ELB	Education and Library Board (five boards run education in Northern Ireland, equivalent to LEAs in England)
CPD	Continuing Professional Development
DENI	Department of Education in Northern Ireland
EWO	Education Welfare Officer
HOY	Head of Year, in charge of a year group in a secondary school
HOD	Head of Department, in charge of a subject area in a secondary school
KS3	Key Stage 3, the phase of education between the ages of 11-13, (Years 8 –10 in N Ireland but Years 7-9 in England)
KS4	Key Stage 4, the phase of education between the ages of 14-16 (Years 11-12 in N Ireland but Years 10-11 in England)
KS TUTOR	Key Stage Tutor (or Co-ordinator) a senior pastoral manager, line manager to the Year Heads in a Key Stage, just below Vice Principal in the management hierarchy
NAPCE	National Association for Pastoral Care in Education
NCSL	National College for School Leadership
(N)PQH	(National) Professional Qualification for Head Teachers
SENCO	Special Educational Needs Co-ordinator
SMT	Senior Management Team, comprising of Principal, Vice Principal(s), and some other senior teachers
TTA	Teacher Training Agency in England
VP	Vice Principal

CHAPTER 1

INTRODUCTION and RATIONALE

INTRODUCTION

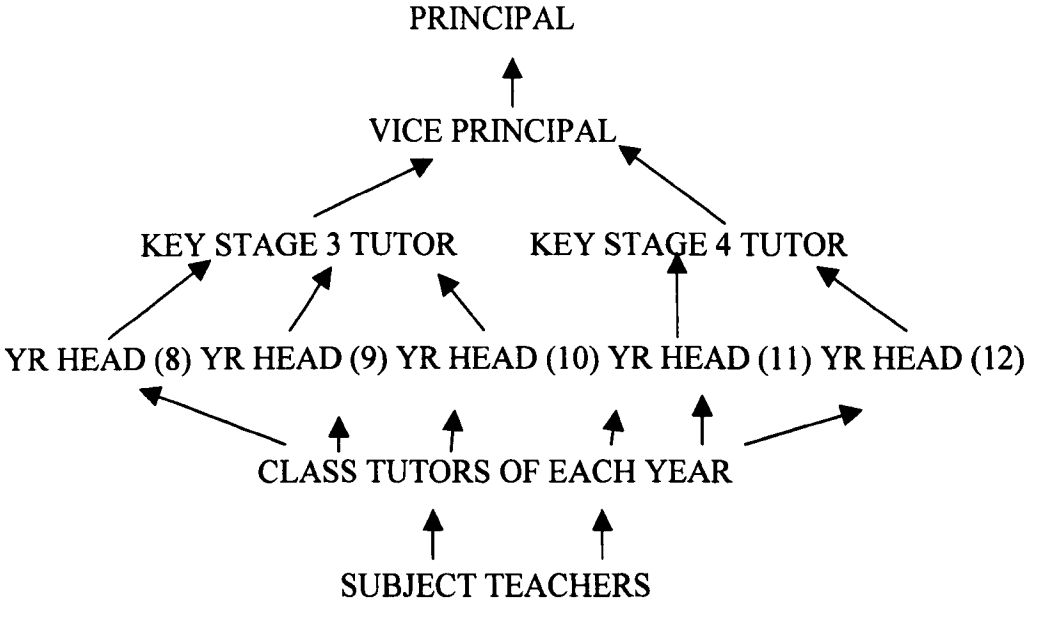
This research examines the perceived roles of year heads, in a secondary school where the researcher is employed as a teacher, with particular reference to the implementation of a positive behavioural policy. Looking at the concept of a 'role' and of fulfilling it effectively in one's own eyes and in the eyes of others was thought to be an interesting framework through which to look at the year head. Although the focus leaves out a sizeable portion of the role in order to keep the study within manageable limits, it provides the opportunity to strip away aspects of the role, leaving this one multi-faceted view.

THE SCHOOL

The school where the case study has been conducted has 550+ pupils aged 11-18, and a 4 or 5 class entry at age eleven (Year 8). It is an all-girl Catholic, non-selective, inner-city secondary school, fully funded by the local Education and Library Board (ELB). It was run by the Dominican religious order, who remain its trustees, but has had a lay principal since September 2002. Almost two thirds of the intake has free school meals. There are some problems of uneven attendance and punctuality. While a few pupils exhibit a poor work ethic, at the other end of the spectrum, pupils regularly illustrate the paucity of the '11 plus' selective system in Northern Ireland. Also, the growth of post-16 is a testimony to the school as a caring, learning community. The school has achieved a Charter Mark and an Investor in People Award within the last four years, each an affirmation of the calibre of the staff.

A few years ago, the school appointed a year head for each intake year on one management point with two key stage (KS) tutors or co-ordinators as their line managers with four management points each, and membership of the senior management team (SMT). Above them came vice-principal (VP) and principal. As this management structure and referral hierarchy was emerging as part of the pastoral system, the school developed a positive behaviour policy which all teachers were consulted on. It specified rights and responsibilities for pupils, teachers and parents, highlighting unacceptable behaviours and focusing on rewards. A diagram of the referral system is reproduced below.

THE STRUCTURE* OF THE BEHAVIOURAL REFERRAL SYSTEM for KEY STAGES THREE AND FOUR (COMPULSORY SCHOOLING) **FIG. 1.1**



* Since September 2003 there are now two Vice Principals.

Regular key stage meetings with their heads of year are held by the KS tutors and each year head has a team of 4-5 class tutors, directly responsible for their own class groups. The policy, now in its third year (2003), is still being implemented, and only at the beginning of the academic year

2002/2003 were consultations on the section concerning parents being discussed, in observed year meetings.

In addition to this structure the school has the system of heads of subject departments (HODs), with many teachers belonging to two departments. HOD meetings are always chaired by the principal. Most subject teachers are class tutors, following their students through their five years and the allocation does not follow any pattern. The tutor is, theoretically, the first point of reference if a child is experiencing any difficulty, success or improvement, whether personal or academic.

HOW THE BEHAVIOURAL SYSTEM WORKS

If a pupil misbehaves, beyond normal classroom discipline occurrences, after three incident reports, she will be on report to her class tutor for three weeks (15 reports). Each report will be completed by every subject teacher each day, seen by her tutor at afternoon registration, signed by a parent that evening and filed next morning as a new report is issued. Referral to the year head follows if there is no improvement. More serious incidents are referred straight to the year heads who are seen as "trouble shooters" (Clemett and Pearce, 1986, pg.55). Praise is lavished for good work, improvements in behaviour etc. Certificates are distributed at year assemblies for excellent attendance or endeavour. There are small prizes and trips out. Class tutors monitor the attendance and conduct of the class by viewing the conduct books, which each pupil leader carries to every lesson. Year heads also develop an overview of the academic and other progress of pupils in the year group, by studying the twice yearly reports to parents following formal tests. They try to visit classes at the daily registrations, supporting tutors when and where they can. They monitor and follow up persistent latecomers and poor attenders, as well as having some pupils on direct report. With these, they implement their own sanctions, and keep a further three weeks of paperwork. They are focused on improving the learning situation, and minimising any disruption, for their year groups.

More serious discipline problems are referred up to KS tutors or the VP. Such referrals utilise the ELB behavioural support service. Parents are involved in signing daily reports and are telephoned by class tutors and year heads.

The behavioural policy is part of a much wider pastoral system caring for each child, so this description of the year head role actually represents a portion of the role, as can be seen from the job descriptions (two versions, Appendices 5 & 6). The school prides itself on working with all pupils and exclusions seldom occur. As well as the SENCO (Special Educational Needs Co-ordinator), one teacher has an additional role as school counsellor and sees pupils with emotional difficulties. Each year group has one special needs class and staff have built up both expertise in working with these children, and in stretching more able pupils. Teachers develop, or ask advice on, strategies to work with difficult pupils. Classes are streamed by ability, and tutors of some lower ability forms have children with many problems, including challenging behaviours. Consequently, class tutors and year heads are extremely busy on a daily basis, as was evidenced when interviews for this research were being arranged.

A RATIONALE FOR THE RESEARCH

In informal staffroom conversations over many years, class tutors stated that they felt over-worked. Now with a full system of year heads in place as their immediate line managers, with promoted posts for pastoral/behavioural work, the situation should have changed. What expectations and perceptions would class tutors and indeed key stage tutors have of the year heads? What would year heads' own perceptions be? What expectations would others have of them? How would their effectiveness in terms of fulfilling the role be judged? Since role is a much wider concept than a job description, and includes the incumbents' own expectations of the role, as well as expectations of others then this represents a valid theme for research. A case

study therefore, looking at aspects of the head of year (HOY) role in relation to the implementation of the behavioural policy was thought to be the best way to obtain a detailed insight.

The element of originality in this interpretative research, lies in the fact that few writers have analysed the role of the pastoral middle manager ie year head. While journals such as *Pastoral Care* have published papers on year heads and other pastoral managers, no research has been uncovered using role theory to analyse the year head role, including aspects of the perceived role, the expectations of the role, effectiveness, the pressures and how these are handled. The research questions addressed are of relevance to such role holders in schools and to senior managers. In addition the findings could be of interest to policy makers and others from the point of view of best practice, particularly if further research were to examine the situation in other schools.

Although there are disadvantages to doing this through a case study in only one school, the unparalleled access of an insider researcher is one positive consideration. Hopefully the school chosen does not exhibit too many unique features thereby robbing any analysis of findings of some element of generalisability. This possibility seems unlikely given that the difficulties of *academic* middle managers' role interpretations have been found to be widespread, for example by Bennett (1995) and subsequently, Wise (1999, 2001 and 2003), Wise and Bush (1999) and latterly Wise and Bennett (2003b).

Uncovering the nuances of the year heads' interpretations of their own roles, has included both the features unique to the role and those generic problems of middle managers everywhere. It is suggested that the analytical interpretations and tentative conclusions which have emerged, whilst applying most specifically to the situation in the school in which the research was conducted, are likely to have some wider application.

The research was felt to be worthwhile in the context of the general thrust in education towards school effectiveness and improvement. It could be developed or repeated in the future elsewhere by interview or survey, to see if the findings could be replicated to a lesser or greater extent.

The initial umbrella conceptual framework of role from the Initial Study (Gordon 2002, pg.5) was merely a primitive embryo grouping of aspects of role. It grew out of the initial readings such as Burnham (1975), Handy (1999) and Wise (1999). Thereafter later versions were developed in the light of further reading. The current framework, which would be better illustrated as a three dimensional diagram, is best interpreted as twin lenses or filters of 'Role Theory' and 'Effectiveness', through which the other aspects, for example management and leadership, are viewed. This version represents a 'great leap forward' in thinking following the realisation that role theory and effectiveness actually underpinned all the other aspects. Double-headed arrows associate the foci with each other whilst retaining their link to the core: Year Head Roles. This is reproduced on page 10 (FIG.2.1).

The research focus, in examining the HOY role, or roles, from a variety of perspectives, in the context of the implementation of the behavioural policy in one specific school, turns a magnifier onto the 'job'. This focus unpacks into several research questions, listed here and expanded upon later (TABLE.3.1, Chapter 3).

- *What are year heads' own perceptions of their role(s) (in the context of the positive behaviour policy and their expectations)?*

- *How do class tutors perceive/send the year head role?*

- *How do senior managers perceive/send the year head role?*

- *How do other middle managers perceive the role of the year head?*

- *How does anyone in the role set of a year head know what to do?*

These questions were developed in the course of the initial reading around this research and were refined as the conceptual framework was modified.

The aim therefore of this research is to unpick these questions in order to uncover various perceptions of the year head role, held by participants. The ultimate goal is to understand more fully the HOY role, having examined it from several angles, and to produce a dissertation of interest and relevance to the school involved as well as to those engaged in the study of middle leaders. The need for greater understanding of roles within schools is in line with the current interest in improving the learning environment for all.

CHAPTER 2

LITERATURE REVIEW

INTRODUCTION

The various sections of this literature review began with an initial reading of Handy (1999), and grew as the reading opened up, firstly, other aspects of role, uncovering the idea that there was actually role *theory*, which in turn suggested other writers in the field of management or leadership who had either used role theory (Wise, 1999) or partially critiqued it (Schmidt, 2000). These led into middle management literature. Further literature searches of academic libraries and electronic data bases such as ZETOC, ERIC and BIDS, using key words, uncovered more, including the important aspect of distributed leadership, but very little on pastoral middle leaders other than the older seminal literature (Marland, 1974; Hamblin,1981; Best et al, 1983 and Blackburn, 1983).

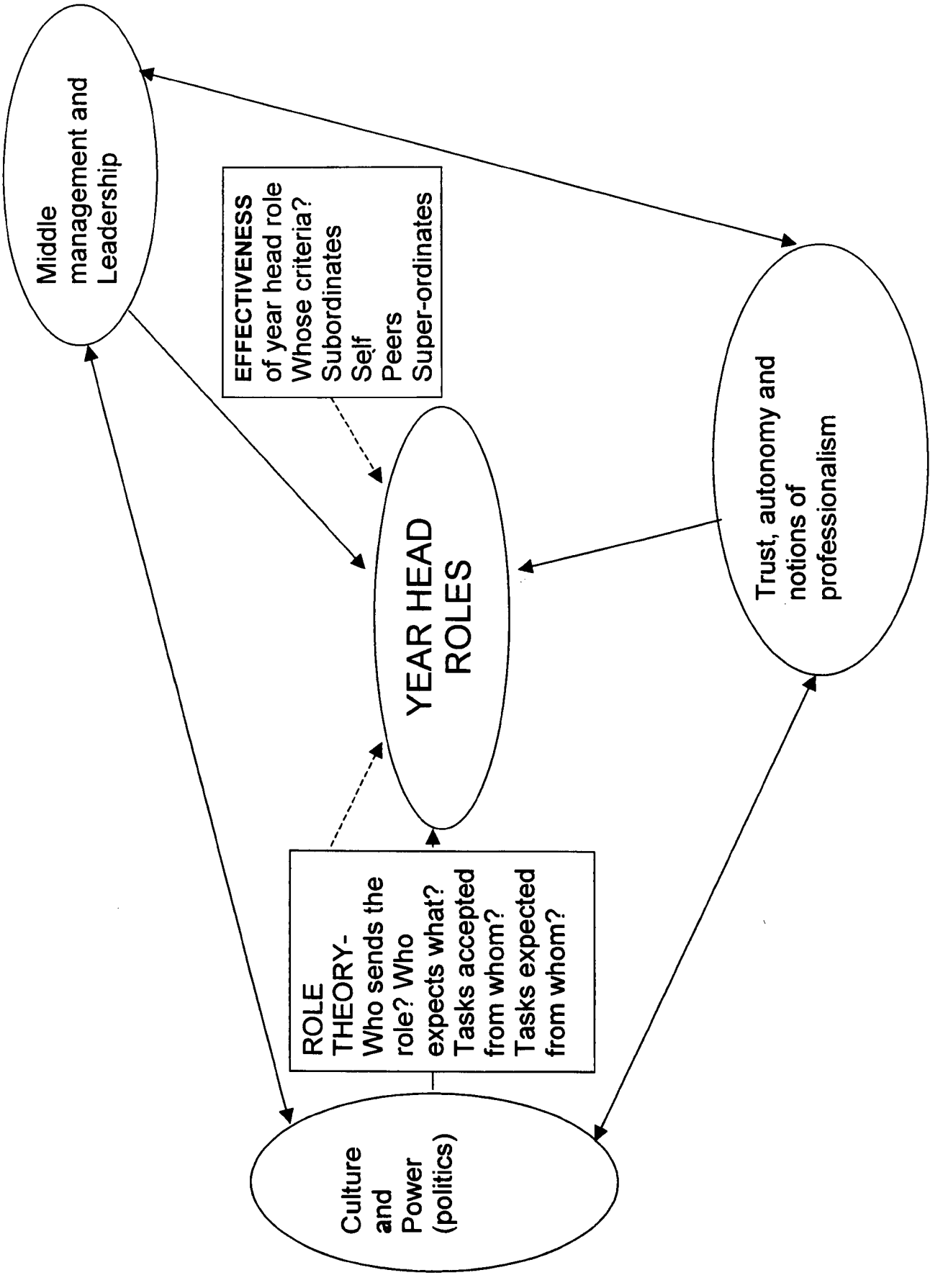
A search of the Pastoral Care Journal database uncovered six useful papers, half of which were however from the late 1980s. From 2000, this journal has focused more on bullying, bereavement, peer support and inclusion, as confirmed by Best's (2002) pastoral literature review. Hence the higher percentage in this dissertation of older literature with only 40 % from 1999 onwards. Consulting the database compiled by Bennett et al (2003c) for the NCSL (National College for School Leadership) literature review on middle leaders (Bennett et al, 2003b) confirmed this lack of writing on pastoral middle managers so a gap in the literature was uncovered.

'Effectiveness' proved a bit of a Leviathan but was persevered with and was broken down into some component parts like communication, time and training. Searches of conference papers opened up the areas of trust,

autonomy and professionalism. Culture and power formed the last major section of the literature review from early reading of Wallace and Hall (1997) which was further justified by the whole 'faith school' debate (Cubillo and Brown, 2003). As more literature was uncovered and read, it became apparent that this whole study covered a very broad area and was growing exponentially so a decision was taken to limit the number of sections and not pursue some interesting concepts, seen as less central, such as change and an ambiguity perspective, originally included.

The Conceptual Framework (Fig. 2.1) on the next page is the final version of attempts to link the aspects and ideas which emerged from the literature and the earlier versions of frameworks from the Initial Study (Gordon, 2002) and elsewhere. The two rectangles (Fig.2.1) represent the two lenses through which the other concepts are viewed in the course of the research. A two-dimensional diagram produced with limited IT skills does not really capture the three-dimensional effect which it aims to portray. The two-way arrows on each of the categories eg Trust, autonomy and professionalism, or Middle management and Leadership, attempt to show their linkages to each other, whilst feeding into the Roles of Year Heads central category, but still fail to convey the overlaps, for example between autonomy, professionalism and culture. This chapter explores in turn each of the main concepts as shown in this diagram (pg.10).

THE CONCEPTUAL FRAMEWORK FIG. 2.1



ROLE THEORY AND ROLES

Handy's (1999) explanation of the concept of role theory in terms of role set, role definition, role ambiguity and so on provided a useful framework (filter), through which to shape the reading. "Role theory is the key to the tricky area of how we perceive other people" (ibid pg.76). He states, "...roles and the perception of roles underlie all interactions between individuals" (pg.93). This therefore underpins this research. Hargreaves ascribes the word 'role' to "...prescriptions about the behaviour of a person occupying a given position...which direct the behaviour of the role incumbent or actor" (1972, pg.71).

In life, each of us occupies multiple roles and we act out each one, albeit with varying degrees of success. For example, a person may be a woman, wife, mother, teacher, friend and daughter in addition to job-related or professional roles held. These are all different roles and the expectations others have of these roles also greatly affect how they are enacted. The sub roles within the term 'mother' alone are myriad, as are the observable variations in the numerous enactments. Each of these roles requires a different set of behaviours or acting skills, and, as Hargreaves acknowledges, "The concept of role (is) drawn from the world of theatre" (1972, pg.93).

In Schmidt's study (2000, pg.838), one department head remarked how differently she had to behave in her new role. This would seem to be another use of the actor analogy and indeed she later mentions "...pathways of role-creating" (pg.841). However, Schmidt's research would strongly suggest that new role incumbents are actually quite lost in the ambiguities of their role because of a lack of training and mentoring, beyond rudimentary stage directions. There are no rehearsals - it is 'First Night' as soon as one is appointed.

It is important to realise, however, that an assumed role is *without* a script. A better analogy would be an improvisation so the player can, in effect, make it up *but* is constrained by others also in roles, also improvising and influencing the action. Best et al (1983, pg.54) talk of the tense relationship between the free and rational actor, and "the formal structure of role expectations". There is therefore a tension inherent in the notion of a role and of fulfilling a multiplicity of expectations. This idea of the actor performing (making) a role helps to further concepts such as role conflict and role ambiguity, explained later. Sadler, discussing pastoral roles (1989, pg.26), believes the concept of 'role' has "preconceived limitations on individuality" (pg.29) and is a strait-jacket. Again, this is interpreting role somewhat narrowly as in a scripted play rather than in a more innovative drama. Hall's (1997) concept of role making however provides the necessary counterbalance to Sadler's functionalist view.

"Positions are...defined by the relationship to other people or positions" (Burnham,1975, pg.201). This is exactly what makes this field so potentially interesting. He also asserts:

> A role is the dynamic aspect of a position... Each role incumbent is expected to perform certain kinds of functions, and to act in certain specific and differentiated ways in his*(sic)* relations with the persons with whom he interacts...The concepts of role and role expectations thus provide one way of thinking about administrative behaviour (pg.202).

Although Burnham (1975) states that role is in fact linked with position, and not for example, with the person who *is* (temporarily) the year head, nevertheless, because people bring their own personalities to bear on how they fulfil a role, "actual role performance may be [seen as] a fusion of role expectations and 'self'." However, his view "what one is expected to do is prescribed, how one actually plays the role will be distinguished by personal nuances"

(ibid, pg.202), can be challenged in that one can argue that the role is "prescribed" to some extent by former incumbents and by the expectations of the role set members. Any role is therefore an amalgamation of interpretations and perceptions.

Wise's statement (1999, pg.34) sets the scene for the main study:

> So, an individual can be expected to perform in many different roles and role is the set of behaviours expected of an individual, in a particular situation, given their position within a structure as defined by their relationships with others, at that moment in time. But...because role definition is dynamic, it is susceptible to differential perception which can cause problems.

Because each of us occupies more than one role, the potential for misunderstandings and role conflict greatly increases. The concept of role is problematic. Marland mentions the importance of role definition (1974, pg.72) and Blackburn (1983, intro) notes that, for post holders "...there is no generally-held definition of what such posts entail but rather a wide variety of expectations of what will be achieved". Indeed, Hamblin asks (1981, pg.259) pertinent questions about roles of tutors or year heads in terms of; role expectations, role definition, management expectations of role affecting role identity and concept, role stresses and lastly conflict with the teaching role - interesting to unpick in the research.

Schmidt's (2000) research, on the perspectives of 29 Canadian secondary school heads of department, is relevant in the context of interpreting traditional role theory in that she asserts that the term "role remains a controversial one" (pg.830) being viewed as "a cultural given with little implication for the individual" ie "they conventionally exist prior to the individuals designated to occupy them even being known". While this includes expectations and their legitimacy or illegitimacy, as discussed

below, it contrasts greatly with the social interactionist perspective which sees, she argues:

> ...a more complex, multi-dimensional notion of role [where]...the individual is more than merely the occupant of a position...but rather, someone who fulfills*(sic)* a role within the parameters of a relationship to others whose actions reflect roles with which the individual must identify (ibid).

This illustrates Wise's (1999, pg.34) view above that "role is dynamic". Burnham (1975) also uses the description 'dynamic' but links role much more firmly with position. Burnham's "functionalist approach" (Ribbins,1988, pg.61), when contrasted with Schmidt's more subjective or interactionist interpretation, appears somewhat two dimensional and reflects a slightly older view of role.

Plummer (1975, pg.18), puts it succinctly: and shows up the inherent ambiguity of 'role':

> The interactionist starts out from the notion of men*(sic)* busily constructing images of how they expect others to act in given positions (role-taking), evolving notions of how they themselves expect to act in a given position (role-making), and also imaginatively viewing themselves as they like to think of themselves being and acting in a given position (role identity) (quoted in Schmidt, 2000, pg.830).

ROLE AMBIGUITY

Handy's (1999, pg.63) no nonsense definition of this concept states that it results whenever there is uncertainty in the mind of either the role holder or his/her role set as to the precise nature of the role at any given time. Storey's (2003) paper has an excellent example of this

where the science faculty head's interpretation of his role is very different from the head's perception of it and leads to the resignation of the former. Handy further notes that job descriptions, far from being clear cut definitions of roles, are at middle level and above often just duty lists "that say little about the more subtle and informal expectations of the role" (pg.64). Yet, effectiveness is judged on the fulfilment of expectations.

Again the seminal writers make the point that where the role of class tutor is unclear, this in turn affects their perception with regard to the year head role (Marland, 1974; Hamblin,1981). Class tutors may see a post-holder being paid for something which they do gratis and resentment may build, (Hamblin, 1981, pg.5). Although Warren (1994) notes that ambiguity may surround a role, in terms of its job description not being widely known, she suggests that an "exact role specification can be experienced by the role incumbent as constraint" (pg.187). Further, the actual job description, can be almost a millstone for HOYs since it may stereotype their role as being *solely* concerned with a limited conception of pastoral care, "...an inferior welfare system, dealing only with 'problem' pupils..." (Hamblin, 1981, pg.7).

Handy and Aitken's chapter on Facing the Future (1986) regarding individuals in roles, reflects that just as in life, we take on too many roles at once (role conflict) and "accept the definitions of our roles without question..." (pg.57). Schmidt (2000) also describes the pressures of role ambiguity on role incumbents. Hall (1997, pg.71) notes that changes in expectations within role sets can create such ambiguity. Marland (1974, pg.81) suggests that roles should *not* be "finally or rigidly defined". Perhaps this is key to letting role holders make the role ie the concept of role being dynamic in the sense of being flexible and active. As Blackburn emphasises, "Beyond role definitions, person meets person...Good relationships...need to be *built*" (1983, pgs.20-21). Handy and Aitken's (1986) view about the choices, constraints and demands, with regard to managers (pg.62) opens up

again the discussion of "role ambiguity". From these readings it is possible to draw the interpretation that *some* role ambiguity is actually necessary. Schmidt (2000) would suggest however that role ambiguity is a serious source of stress, as does Wise (1999, pg.42).

Doherty's (1981) paper on evaluating pastoral care includes the following role specifications, which emphasise the ambiguity inherent in any role, and link well with Plummer's (1975) comment above:

1. The *prescribed role* – what others expect the year head to do
2. The *subjective role* – what the year head feels s/he should be doing
3. The *enacted role* – what the year head actually does

(pg.278, adapted and emphasis added. Original dealt with form tutor.)

These categories can be identified within those discussed by Schmidt (2000) and can provide a focus to examine the individual year head's interpretation of the role and contrast this with the interpretation of those above and below in the management chain. It may also illustrate the reality of the HOY role, better possibly than Bennett's (1995, pg.55) distinction between '*normative*' ie how a job *should* be done and '*analytical*' how it is actually done. 'Should' will vary between the various senders of the role and the year head's own 'ideal'. Equally, 'how' it is done depends on whose viewpoint is being sought. It could be argued that Doherty's third category is problematic, because, who judges what they actually do since this depends on perception. However, comparing Plummer's interpretation of role identity (1975, pg.18) quoted earlier, "as they like to think of themselves" with Doherty's "enacted role" one can see that this can fit an interpretative view.

In the school studied by Doherty, there was an absence of detailed job descriptions, which added to role ambiguity, compounded by "...an underlying implication that heads of year were really servants of the academic staff" (1981,pg.278). Screeny's view that "the pastoral role is...to be concerned with control rather than learning" (1986, abstract pg.1), is not

supported by Lodge, for example (1999, pg.11), who maps the changing role of year heads throughout the late 1980s reflected in titles such as 'Year Curriculum Co-ordinator' or 'Managers of Learning'. New sets of expectations of these enhanced roles arose, further increasing intrinsic ambiguities.

The phrase "legitimacy or illegitimacy of the expectations" (Burnham, 1975, pg.206) approaches the nub of the problem. This is bound up with school culture and politics so that questioning members of a year head's role set is likely to reveal differing interpretations of what s/he should do to fulfil any aspect of the role. The idea of "perceptual seduction" (pg.207), explained as the role incumbent being persuaded "to perceive one set of expectations as being more legitimate than another", warrants further exploration. Teachers interacting with each other in staffroom "gossip groupings" (pg.205) and "in the routine of school life" and building up "a climate of expectations about colleagues", is exactly what needs to be uncovered. Similarly, Wise discusses findings on the role of academic middle managers "about which members of their role set...are thought to have the most legitimate influence over the(ir) decisions" (2001, pg.334).

The term 'role set' is nicely defined by Handy (1999) as being the group of people the focal person interacts with (pg.62). At the same time he outlines 'role definition' suggesting this is a combination of the expectations of the role set members. However, his definition does not appear to include the role holder's expectations, and seems therefore to be in reality Doherty's (1981) *prescribed* role, above. The difficulty therefore of defining any role, given the number of views and expectations impinging on it, becomes magnified and serves to show *any* role's deep-seated ambiguity.

ROLE CONFLICT/STRAIN/STRESS AND OVERLOAD

The concept of role conflict, as defined by Grace (1972, pg.1) includes role stress and role strain and concerns role occupants meeting problem

situations, some because of the nature of the role itself, caused by role incompatibilities (pg.2). Distinguishing between inter-role and intra-role conflicts (pg.3), he explains the first as arising whenever a person occupies two or more roles simultaneously, for example the teacher needing to attend a family event which clashes with a school meeting. The latter he defines as conflict *within* a specific role. Perhaps it is to the extent that role holders are able to *make* the role, as Hall (1997, pg.63) discusses, which affects whether they are subject to such role stress or strain. She sees role strain, straightforwardly, as occurring "when individual expectations are either contradicted or not shared by others" (pg.69).

Hargreaves' believes that 'role conflict' is an "alternate name" for 'role strain' (1972, pg.74) whereas Handy interprets "role conflict" as something most of us can handle some of (1999, pg.67), and sees role strain, "role incompatibility", as one form of "role stress" which is, for him, "conflicting expectations" within a role. One of Hall's examples of role conflict (ibid, pg.64) is where a middle leader's preferred management style, how they "act out their role", may be "at odds with senior managers' expectations of what is appropriate". Handy's understanding of role conflict as "a collection of roles that do not precisely fit" (ibid), suggests the multiple roles of any human, mentioned earlier, which can be coped with until, as Handy notes, role overload is experienced.

Role overload (Handy, 1999; Apple,1988; Marland,1974) becomes relevant in the context of the broader job descriptions increasingly found in schools nowadays. Apple, (1988, pg.105) with his Marxist analysis of overload, sees it as a combination of "deskilling" and "intensification". Slade (1991) gives specific examples of such overloading in the case of pastoral staff. Handy's definition, above, as an extension of role conflict and a form of role stress therefore differs substantially from work overload (pg.67). Doherty's (1981) definitions of role specifications develop Grace's work (1972) on the incompatibility of the various expectations of role incumbents.

In an effort to put role conflict into context, Ribbins (1988, pg.61) quoting Best et al (1983), also using an interactionist view, discusses "the interpersonal negotiation which characterises interaction between roles" (Best et al, 1983, pg.53). It is at the interface between roles, where interaction occurs that role conflict or strain can develop, because of the varying perceptions of those who feel they have a legitimate say in *how* a role is carried out. Hall (1997, pg.64) speaks of "this dynamic of expectation and interpretation around roles". Schmidt concurs stating:

> A role becomes problematic when the purposes that different people invest in it are conflicting or contradictory; when they are far-ranging and limitless and virtually impossible to fulfill*(sic)*; when other people's defined expectations for the role and its purposes are at odds with one's own; ...(2000, pg.830).

This indeed is the crux, yet this crucial argument, applied well in the above paper to heads of department, has not been applied to pastoral middle leader role enactments in any literature uncovered.

Another interesting concept is "role envy" (Allder, 1992, pg.3), defined as emanating from those who have never filled a pastoral role and do not understand the work involved. She explains, from the perspective of a former HOD (head of department), that "pastoral heads can appear to be very powerful people" whilst acknowledging that *they* are unlikely to feel this. Perhaps others may therefore have unrealistically high expectations of the year head role, which could be problematic for the role incumbent.

CONCLUSION

While role theory gives us some insight into the concept of role, in order to examine thoroughly what is happening to the role or roles of year heads in a secondary school in a time of change, one really needs to take an interactionist view, as advocated by Schmidt, going beyond the 'static' interpretation of role and viewing it from every angle, as the three

dimensional entity it is. In a recent paper, Marland (2002) acknowledged that year head is "one of the hardest jobs to do in our education system" (pg.16). Whether role enhancement makes it even more difficult, or if it is part of the newer idea of shared-out leadership, will be interesting to probe. Is this role becoming too arduous to be fulfilled effectively by any conscientious incumbent? Thinking of Schmidt's (2000, pg.830) comments about others' expectations in the context of the fulfilment of a role, one would need to look at who judges effectiveness and against what.

EFFECTIVENESS (OF YEAR HEADS)

The second lens of the conceptual framework (pg.10), effectiveness (in the context of pastoral middle leaders fulfilling their roles), can hopefully avoid the school effectiveness/improvement split (Macbeath and Mortimore 2001, pg.2). Interpreting the term *effectiveness* almost as being effectual, organised, competent and able, literature was scanned for what aids, particularly a middle manager/leader, in effectively fulfilling the role.

Bennett (1999) discusses recognising the central role of middle level staff vis-à-vis the effectiveness debate in the literature on schools. His focus is on HODs and he draws attention to the TTA (Teacher Training Agency) guidelines on effective subject leaders (1998). More recently, the NAPCE (National Association for Pastoral Care in Education, 2000) has produced parallel guidelines in a bid to improve pastoral leaders' effectiveness. These identify some classic whole-school 'distortions' in pastoral work eg the pastoral/curricular split (discussed later), 'fire fighting', watered down welfare and administrative overload (pg.4) all potentially negating the role holder's effectiveness. Much earlier, Hamblin (1978, pg.7) mentions pastoral managers' perceived role as "agents of punishment" and Clemett and Pearce (1986) echo this, noting that year heads are pushed into the role of "trouble-shooters" responding in a "fire-brigade" way as;

> staff who may be unenthusiastic...or simply ill

> equipped to provide effective pastoral care, pass on the problems to a teacher 'paid' to solve them, thus negating the attempts to provide tutors with the necessary skills and resources (pg.55).

Aspects of effectiveness, in the context of both middle and specifically pastoral managers, emerging repeatedly from the reading, and meriting sub sections were; communication, time, training and the 'pastoral/academic divide'.

COMMUNICATION

Effectiveness, as defined above, and whether of a role or of a school, is likely to be greatly enhanced by effective communication. This would include the effective communication of the role *to* the role holders, *their* communication of the role itself and the communication system of the organisation in which they operate.

One way a role is communicated to a role holder is in how the wording of the job description conveys the expectations of the senior managers who created it (Appendices 5&6). Marland (1974) says, "...the intermediate pastoral head...is a pivotal role without which the tutor will not know his job and senior staff will be both impotent and cut off" (pg.81). Pivotal suggests that communication up and down this 'chain of command' is vital. His emphasis on the need to make the "focus of the job...clear, and its relationships to the other posts worked out" (ibid) indicates that the role needs to be communicated to and by, the incumbent.

Hersey et al (2001, pg.309) assert, "Downward communication is the most common communication system used in an organization. Communication flows from a manager to a follower" mostly by writing. This is a vital part of ensuring the effectiveness of leadership and links back to role and role

theory as it is one of the ways role *expectations* are conveyed to a subordinate.

Bell's view is that effective two-way communication is a major feature of "the essence of management" in a "community of professional colleagues" (1997, pg.119). In a study into the emotional side of leadership by Ginsberg and Davies (2003) "Communication is the key" emerged as a major theme: "being open in communication was important for organizational and individual health and success" (pg.271).

A head interviewed by Howard (1988, pg.221) saw top management in schools as two-way communicators. In contrast he saw middle management as one-way communicators, up to top management. This seems questionable given that researchers such as Wise (1999) have found that academic middle managers focus on their teams' expectations, making middle managers also two-way communicators.

Teachers belong to different interest groups and, as Busher (1992) and Hargreaves (1992) suggest, use both the formal and the informal communications systems within any school. Busher's (1992, pgs.108-109) concept of "crossover accountability" provides one view of how schools actually work, as opposed to the 'line management' model, which he suggests is "a distraction from the effective pursuit of the purposes of the organisation" (pg.109). He explains that secondary school teachers are accountable to one or more HODs, but also, if class tutors, to a head of year, but they could *be* the HOD of a Year Head and vice versa. Hence the communication systems, as well as the supposed 'line management' get complicated. Possibly, because of this multiplicity of accountabilities, the effective fulfilment of any role, especially a middle one, is decreased.

Other recent literature viewing middle managers in fact as "piggy in the middle " (Gold and Evans, 2002), with stressful workloads in terms of the amount of paperwork expected (pg.1), would further suggest a multiplicity

of communication channels. Teachers in Busher's study, (1992, pgs.191-192) were grateful to the year head for communicating with parents of problem pupils as this increased teachers' own effectiveness, in terms of control. Such expectations of the HOY role have substantial time implications.

TIME

Time emerged from the literature as an important theme within the concept of effectiveness. Bell (1992) and Clemett and Pearce (1986, pg.169) discuss its lack. The latter suggest a figure of 30% of available time as necessary for pastoral leaders to successfully fulfil their tasks. The lack of time for teachers to be managers is confirmed by Bush (1995) while Handy and Aitken (1986, pg.36) describe managing as "disruptive" for teachers. That is a good summary of the problem, remembering that middle managers and perhaps especially 'pastoral' ones are full time teachers also.

The 'fire fighting' ie crisis management role distortion mentioned in the NAPCE (2000) guidelines, is time consuming and warrants investigation. If this is a significant problem, not only will time limited year heads be more likely to manage in a reactive way but more importantly, they will have no time to display *proactive*, effective leadership, which will impact on the expectations of both role holders and role set.

Busher (1992), researching in the late eighties, found heads drawing up detailed job descriptions and allocating specific amounts of 'directed time' to them. One HOY found it "risible" having "only three non-contact periods of directed time a week" (pg.168) for his duties. Having little time to fulfil an allocated role suggests *role* overload as well as work overload, and leads to stress (Wise, 1999). Gold and Evans (2002), referring to the stress of the middle roles, mention lack of time, role confusion, responsibility without power, and give examples of teaching time clashing with management duties. Busher notes, with regard to this HOY above, that the number of

pastoral duties with no time allocation, stopped him doing his job effectively (1992, pg.177). Such a stressed middle leader will have only limited effectiveness.

TRAINING

Dunham (1995) contributes to the debate on developing effective whole school management by asserting the urgent need for middle management training (pg.1). He shows up the dearth of relevant training in coping with 'people problems' (pg.5) rather than supposed time management problems. Participants on his courses think about effectiveness in the context of how they do, or could, fulfil a middle management role. Allder (1992) also feels that pastoral leaders need "sophisticated management skills" because they deal with many layers of the school.

Experienced teachers identified these key skills (Dunham, 1995, pg.59) as vital for middle managers:

> Listening, delegating, decision making and problem solving, organising, motivating, communicating, Planning, encouraging, supporting and evaluating.

If middle managers are not given an opportunity to acquire such skills, it is likely to impinge on their role effectiveness. Referring to role ambiguity and role conflict, Hall (1997, pg.71) regards as a major problem, teachers assuming management responsibilities with little preparation. She cites Bennett's (1995, pg.143) strategy of addressing this ambiguity through personal management development.

Dunham neatly defines effectiveness for pastoral heads:

> In the case of pastoral care heads, their role involves a heavy teaching load combined with administration, discipline and liaising with outside agencies. Anyone doing this demanding job needs to be flexible and well organised (1995, pg.139).

He makes the point that "Trusting people to take some of the responsibility is a key part of the middle manager's role" (pg.40). Trust is emerging as a major theme in the reading and is discussed later.

THE PASTORAL/ACADEMIC 'DIVIDE'

The "pastoral/academic divide" (Hamblin, 1978; Marland, 1974; Doherty, 1981; Screeny, 1986), is addressed in older literature *and* more recently as yet another hindrance to effectiveness in the context of the year head role. NAPCE (2000) brought out their "exemplification of the National Standards for Subject leaders" for pastoral leaders, in order to show the numerous analogies between these two. The booklet's format parallels the similarities between pastoral and academic (curricular) leaders. The NACPE's view is that "Pastoral care [is] a whole-school concern, and one which aims to enhance the achievement of pupils" (pg.2).

As explained earlier, they call the split a "distortion" (pg.4) and Lodge concurs (1999, pg.11), identifying it as disappearing in schools where teachers have "opportunities to communicate about pupils' progress and their overall achievements" (pg.12) thereby enhancing effectiveness. She welcomes the "enduring but changing" (pg.11) nature of the HOY role. Similarly, Reading's (1999) examples of year heads who are Year Curriculum Co-ordinators or Curriculum Managers seem to effectively fulfil viable roles, given the current educational focus on facilitating learning and teaching. Co-operation between HOD roles and year head roles seems key, enhancing the effectiveness of each. Interestingly, in an earlier paper Allder (1992) describes year head posts as "specifically pastoral" (pg.3) decrying their being combined with curriculum responsibilities.

CONCLUSION

This theme of effectiveness will be revisited as it is threads through the entire thesis. Morris (2001, pg.22) suggests that teachers need to be freed up from extraneous tasks to "concentrate on their central role – driving up pupil levels of achievement". In the context of pastoral middle leaders' effectiveness, this provides a clear raison d'être for heads to ensure that year heads have the time and CPD (Continuing Professional Development), to introduce and implement effective behavioural programmes and strategies which complement school policies, thereby increasing the time available in school for the prime business of *learning.*

So, who judges the effectiveness of the year heads? Looking back to the discussion and various definitions within the role section it can be seen that the role holders themselves judge their own performance against both their job descriptions and their own concept of the role and its fulfilment. Also, those above, below and outside the role, whether role set members or not, will have their own expectations of the role holder, (including parents and pupils, not considered here). All will have their own perceptions of, for example, fairness and consistency in actions and words. The role holder will therefore be judged as effective or ineffective on the basis of how s/he implements daily the workings of the policy, and fulfils others' expectations; expectations which will not necessarily be immediately apparent or realistic.

MIDDLE MANAGEMENT AND LEADERSHIP

In order to grasp the middle management aspects of the year head role, and its perception, it will be necessary to look at some of the leadership and management literature.

A warning is sounded by Ribbins (1988, pg.73), that "...most published studies of the role of middle manager...are seriously deficient in so far as

they decontextualise the role". He advocates seeing it in the context of "other roles with which they commonly interact", and suggests an "in-depth...case study approach to the study of middle management in the secondary school"(ibid).

Bennett et al (2003a), whilst acknowledging that the terms 'leader' and 'manager' are used almost interchangeably (pg.xi), discuss leadership as "a contested concept" (pg.ix), outlining the debate between the focus on leaders as charismatic beings with followers, and leadership as a "function" (pg.x). While Bennett (1995, pg.109) had asked if promoted teachers were middle managers, then who were the junior managers, all teachers are seen as managers now, even by the government, as clarified by Morris (2001). Government documents concentrate on the head, with some acknowledgement of the SMT (Senior Management Team), but seldom mention middle managers. The recently established NCSL (National College for School Leadership) is endeavouring to change that with its focus on middle leaders. In one of their recent publications, Bush (undated, pg.1) suggests that "middle level leaders do need to lead as well as to manage". Presumably, the middle manager will need to share/distribute leadership in turn, to increase effectiveness, which is only possible if they are truly *sharing* in leadership, and not simply obeying orders, from above.

Wise and Bennett (2003a, pg.3) found that middle leaders' own perceptions of their role had changed little from 1996, nor had expectations of it. That being the case, perhaps Lodge's (1999) pastoral leaders, need an environment where leadership is distributed among staff, enabling middle leaders to play enhanced roles, as suggested by the new titles for year heads. Hall (1997, pg.67) notes that while such collaboration can ease role overload, "it also requires recognition of changing roles reflecting *shared authority* and staff involvement in major decisions" (emphasis added). Woods et al (2003, pg.5) suggest that "the degree of control and autonomy is a major variable in distributed leadership".

Busher's conclusion, that because of the unique "crossover accountability", discussed earlier, the use of the "line management model [is] inappropriate to the purposes and staffing of schools" (1992, pg.108), suggests the need to find another model, beyond management jargon. Scott's older paper (1989, pg.16) talks of notions of line management replacing those of professional responsibility. As far back as 1974, Marland was questioning the "vertical linear seniority" in most comprehensives and arguing instead for "a horizontal relationship based on tasks" (pg.99).

Bennett suggests that managers "are dependent on the actions of those they manage for success, just as much as those they manage may be dependent on them for things like guidance, direction and resources" (1995, pg.57). He sees an "*exchange*" relationship, (perhaps even symbiotic). He notes, "the acceptance of defined roles and responsibilities, and established procedures for completing tasks, demonstrates a fundamental **consent** to the managerial process" (original emphasis, pg.58).

Much literature on leadership and teams was read and digested (Bell, 1992 &1997; Dunham, 1995) but finally the needs of the research suggested not dwelling on the teams aspect and the conceptual framework was redrawn, as in Fig 2.1, to reflect this.

A key role of middle managers as facilitators of staff development, is discussed by Leask and Terrell (1997). Wise (2001) notes that while middle managers' responsibility for their staff management role was previously not accepted, "there is evidence that this has changed" (pg.340). Her paper deals with academic middle managers but this may be true of pastoral middle managers also, and an investigation of the views of subordinates and the incumbents would be illuminating. (Nothing, concerning pastoral managers, in this context, could be uncovered in the literature.) This highlights the problem of 'autonomous' teachers as well as the lack of training for middle management roles. If middle managers lack training, how will they provide training for their teams? With pastoral middle leaders, possibly facilitating

this with their teams of tutors who, from various subject departments, have at least dual responsibilities and loyalties, the problem is compounded.

The 'middleness' of a middle leader role is explicated in an interesting paper by Gold and Evans (2002) where they query whether middle managers are emergent leaders or in fact prospective senior leaders. They found that many middle leaders opt not to apply for more senior roles, and perhaps this is logical, given the findings of Cerniss (1995) on stress and burnout. Even Morris (2001), Education Secretary then, acknowledges teachers' desire for a work/life balance. Middle leaders suffer from lack of time (Wise and Bennett, 2003a), so if further stressed by the conflicting expectations (Wise, 2003) of those above and below, possibly they do not apply for what *they* perceive as more stressful positions. Their reluctance to fill in questionnaires (Gold and Evans, 2002, pgs.3&4) seems to confirm their overload. The frustration of the middleness of the role is also apparent in some of Lodge's (1999, pg.14) pastoral role holders with newly expanded roles who, finding that they could not initiate change in their own schools, suggested that their senior managers would need to attend Lodge's course.

Busher and Harris (1999) describe 'shared leadership' as exhibiting whatever type of ethos the leader is imbued with, which ties in with the burgeoning literature on 'distributed leadership' (Hammersley-Fletcher, 2003; Harris, 2002). These two terms are often used interchangeably, as Storey notes (2003, pg.5), but the word 'distributed' has interesting implications in terms of who does the distributing and specifically what they distribute. The link with power is obvious.

Storey's paper details how this can go wrong and the difficulties of the resulting clash of leaders. Nevertheless she notes the attractiveness of the idea in terms of not overloading the head of an organisation, and its "huge motivational potential" and "sense of empowerment" (pg.10) for a middle leader, in its early phase, in the school she studied. The requirement for

"leaders at every level" (pg.6) especially in "'customer facing' roles" surely fits the situation of middle pastoral leaders.

Woods et al (2003) detail many of the practices and meanings which have become associated with the concept of 'distributed leadership'. They write of "concertive action" (pg.4) which is "within a mutually trusting and supportive culture". Perhaps if leadership were truly to be shared in this way in a school, middle leaders would also be distributing leadership, and consequently, the school community would gain.

Papers describing actual instances however, (Storey, 2003) are less sanguine, so no 'road map' is available for distributed leadership. Rather it "requires choices to be made concerning matters of educational value and perceived rights to participation" Woods et al (2003, pg.12). As yet, they note, no data are available for assessing the " *relationship between distributed leadership and learning*" (original emphasis, ibid). They discuss implications for leadership effectiveness and school improvement. Storey's analysis, (2003, pg.11) that the "boundaries of responsibility" emerged as a critical issue with regard to distributed leadership perhaps connects with the problems at the interfaces between roles, discussed earlier (see page 19).

Harris (2002) is concerned that current leadership models "evolved to control organisational functions rather than to improve teaching and learning" (pg.3). She states that since strong collegial collaborative relationships contribute to school improvement (pg.4), empowering others to lead suggests an approach which has "distributive and transformational principles at its core" (pg.7). She warns however that if power and control are not relinquished to others, then the bureaucratic hierarchical structure is simply maintained (pgs. 8&9). Summing up, Harris notes that unless effective distributed leadership actually generates school improvement, impacting on the quality of teaching and learning and turning schools into true learning communities, (of the kind advocated by Wenger (2000) and

Sergiovanni (1994) perhaps), it will be "yet another redundant theory" (pg.11).

Gronn (2003, pg.60) suggests that far from distributed leadership being discovered it has merely been rediscovered as it is in fact "inter-dependence" which underpins leadership and not actually "follower-dependence" (pg.72). His point is that the charismatic leader/hero 'shouldering the burden' description is at odds with the situation seen in schools today. Even in very hierarchical situations, the SMT has always had *some* leadership shared with or distributed to them. If this concept is going to develop in schools, with the middle leaders being seen as true leaders/managers making decisions, having responsibility, and influencing school policy, this suggests a collegial inter-dependent *professional* milieu which most of those frustrated by the daily difficulties of working in the middle, would welcome. How it would come about however, in the context of "bullet-point lists of performance norms for school leaders" (Gronn, 2003, pg.71) as advocated by the competency standards of, for example, the NPQH (National Professional Qualification for Headship), is another matter.

Morris (2001) acknowledges that teachers have had to spend far too much time on clerical and administrative tasks and that instead their central role should be "driving up pupil achievement" (pg.22). It is this aspect where middle leaders' time would be well spent, but nowhere in her speech is there any mention of either distributed leadership, or middle leaders.

The current emphasis on pastoral and academic middle leaders not being differentiated into such categories, and having leadership type roles, as the NAPCE (2000) guidelines clearly illustrate, hopefully shows the real situation in schools. However, no one has as yet grasped the nettle and written about pastoral middle managers, with regard to distributed leadership. Lodge (1999) details the enhanced re-interpreted role of the Head of Year in many schools more recently. Changes of name to

Curriculum or Year Coordinator indicate this re-focusing onto pupil learning, in line with the NAPCE Standards document (2000). This paper examines the role, cutting through many examples of "unrealistic or distorted responsibilities" (Lodge, 1999, pg.13). She feels that the role can be "a strong contrast to the approach of the TTA's *Standards*". Rather than a *contrast* however, the NAPCE's document aligns the standards and flags up the similarities and equalities clearly showing the irrelevance, for example, of the so-called pastoral/curricular 'split'. They stress (NAPCE, 2000), that one core purpose of a pastoral leader is "responsibility for securing high standards of teaching and learning in their section" (pg.5). The document would be useful for pastoral leaders reviewing their roles.

Other confusing aspects of the middleness of the pastoral role specifically, include Screeny's (1986) older view that the pastoral staff were supportive of colleagues (while imposing a punitive system on pupils) and Brenton (1989) stating that year heads felt that support for colleagues should be "automatic and unconditional" yet they were the "*reference point*" for pupils and took "*the pupils' side*" (original emphasis, pg.20). These illustrations of 'pulls' of differing expectations perhaps add further to the 'middle' aspects of the role, if still current.

Gold et al's recent paper (2002) looks at the NCSL's ten helpful propositions in the context of emergent leaders, (defined as teachers who are beginning to, or would like to, take on formal leadership roles). They view school leadership as promoting an active view of learning and being purposeful, focused and values-driven but also as a function that needs to be distributed throughout the school community. The extent to which an emergent or middle leader *can* distribute leadership to the team of course depends entirely on the culture and structure of the school involved, as the authors point out (ibid).

McGregor (2003, pg.114) focuses more on leadership as a process rather than a person in a role. She sees distributed leadership not as distributed

roles but as "(reciprocal) interactions". She looks at communities of practice, a concept of Wenger's and others. This suggests a strongly collaborative culture with people discussing and working collegially. She suggests that leadership works best when operating effectively "throughout the staff" (pg.122). Referring to alignment in Wenger's (2000) model, she relates how:

> Those in formal leadership roles such as 'Heads' (of school, department or year, etc.) were seen to have particular opportunity and responsibility to mediate between local activities and wider processes (pg.123).

Noting the continued emphasis by the teachers in her study on "trust, respect and praise" she suggests these are "major components of 'social capital'" (ibid) in communities of practice. Similarly, Sergiovanni's (1994) stresses throughout his influential book on building community, the replacement of "I" by "we" (pg.61) and he reinforces the view of the school as a learning community by suggesting that it should also be a community of leaders (pg.169).

CONCLUSION

If Bush (undated, pg.7) is correct in asserting, " Middle level leadership in English secondary schools is in a process of transition" then he feels that the next focus for change should be, "teaching and learning", rather than routine administration, hence "the need for a programme of continuing professional development". He is speaking primarily of subject leaders but the argument holds validity for pastoral leaders also who may emerge from the narrow reactive rut of more restrictive roles, benefiting learning. Brenton's older study of year heads (1989), saw the role as "re-active rather than pro-active" rather than managing by "planning co-ordinating or evaluating" (pg.24).

The underlying implication in writings about shared or distributed leadership seems to be that sharing/devolving leadership, especially down to middle leaders, will lead to greater effectiveness in the fulfilling of roles, and ultimately to improvements in how schools are run and how learning takes place. Perhaps this is rather a heavy burden to place on one concept? The inferences in terms of trust, autonomy and the problems of managing fellow professionals will be picked up in the next section.

TRUST, AUTONOMY AND NOTIONS OF PROFESSIONALISM

When reading about middle managers or leaders, the concepts of trust, autonomy and indeed professionalism recur (Bottery, 2003; Bassey, 2003). It was thought better to deal with these separately, to uncover their value in the current debates in education. The position of this section, following middle leadership, connects these ideas to the overall literature review, and its position in the Conceptual Framework (Fig.2.1) shows how it feeds into Year Head Roles, whilst still coming under the overlays of Role Theory and Effectiveness. The Wise et al (2003) paper in particular, in raising the issues of autonomy and trust and linking them to professionalism "that mysterious quality" (pg.3), confirmed their intimate connection with middle managers' role enactments.

TRUST

Trust, which seems an obvious adjunct to so-called distributed leadership as discussed earlier, is dealt with in detail in Bottery's (2003) article. He rightly sees this as bound up with teacher morale as does Morris (2001), a former teacher. An attitude of lack of trust of the profession over several decades is systemic, emanating from government. Bottery sees "teacher morale and trust" (pg.246) as topics high on current government agendas, yet he points out, "trust was not a problem in bureaucratic structures [wherein]

individuals were made predictable and controllable through the careful delineation of their functions and roles" (pg.247). However, it could be suggested that even in bureaucratic structures, like a hierarchical school, teachers *were* trusted as role occupiers and autonomous professionals. The assault on autonomy and the lack of trust in society is visible *now* within professional organisations such as schools. It is likely that the level of trust within a true distributed leadership model needs to be very great since the trust has to be accompanied by a leap of faith in the person being trusted with *some* of the power and authority. Cerniss tells us that even seasoned professionals need support. "The issue of trust seems to be especially critical" (1995, pg.140). Bennett et al (2003b, pg.5), asserting that "Collegiality...rests on trust", link this with professional autonomy.

Perceptions regarding being trusted will impact on teacher morale and on role holders' own perceptions of how they are fulfilling the role. Lack of trust can act caustically, as Marquand, in the New Statesman (19th Jan. 2004) describes:

> a culture of distrust that is corroding the values of professionalism, citizenship, equity and service like acid in the water supply (pgs.25-26).

Bottery illustrates the difference between the two concepts of *trust* and *being trusted* which are often used interchangeably. Being trusted, he notes (2003, pg.248) is bound up with personal integrity. He discusses many aspects of trust but those of 'practice' trust and 'role' trust seem relevant to the current research. He believes that practice trust (pg.252), which he views using the useful metaphor of a gardener, cultivating trust and nurturing, can be damaged by insufficient "interaction and communication" leading to "seeds of mistrust" being sown. He suggests that the lack of extension of trust "may be interpreted as not being trusted" (ibid).

For *role* trust his metaphor is the professional (2003, pg.253), inducting people into occupations eg doctors or teachers (or a new HOY). His

example is supply teachers being trusted to act professionally like the permanent staff because having the same cultural and value codes can short-circuit the lengthy build up of practice trust. Such role trust is also bound up with perceptions, how it is communicated (or not) and the expectations of individuals because it is as multifaceted as role itself. He sees a downward spiral when government is seen as not trusting professionals, affecting the perceptions and expectations of outsiders. The professionals see this as an attack on their integrity and values. Consequently morale is lowered and "a vicious cycle of declining trust" (ibid) results. His solution is a government-generated "benign spiral of trust" (pg.257), particularly more time and more role trust.

A year before Bottery's paper, O'Neill, in her (2002a) Reith Lecture dealing with the crisis of trust in society states, "We trust colleagues to do as they say." If this is no longer the case in schools as the term 'colleague' is replaced by 'line manager', emphasising the hierarchy which *colleague* effectively disguises, then her question seems apt, when she queries if:

> [T]he culture of accountability...actually damages trust rather than supporting it. Plants don't flourish when we pull them up too often to check how their roots are growing: political institutions and professional life too may not go well if we constantly uproot them to demonstrate that everything is transparent and trustworthy (2002b, pg.6).

This is an apposite thought for all concerned with the effectiveness of professional roles within schools and connects with Bottery's discussion of role trust. It seems particularly pertinent to middle managers with their Janus-like role.

The "boundary interference" noted by Storey (2003, pg.14) is perhaps a product of lack of trust and/or a breakdown in communication. It seems very much *role* interference, or "territorial violation" (Handy,1999, pg.304). The Science faculty leader featured in Storey's paper expressed this quite

succinctly when noting that the head's idea of distributed leadership was quite different from his own:

> [H]e didn't have the confidence to allow other people to disagree – a form of well-developed distributed leadership in my book (pg.14).

The head had the ultimate (positional) power to remove staff not implementing change in his way. Therefore, Storey concludes, distributed leadership did not work here to sustain the phases of change. This seems like concrete evidence of the head's lack of role trust (Bottery, 2003), in the science HOD, who emphasised the fact that the head had *lost* trust in him.

If trust is necessary at every level of management to make people feel valued and appreciated, presumably middle managers, in making their teams feel valued, benefit from feeling valued and trusted themselves whether from above, below or both.

AUTONOMY

Autonomy is a tricky concept to unpack but it undoubtedly feeds into role effectiveness because to be effective in a *professional* role one would need a level of autonomy commensurate with the role holder's *perception* of the role. It is intricately connected with trust and has almost been artificially separated for the purposes of this discussion. Storey's (2003) example, discussed above, would seem to illustrate this intertwining. In the present study, role holders interviewed are likely to have very different perceptions of autonomy, depending on their level in the hierarchy. If the essence of autonomy is control over resources, as Diggory (2005, pg.27) postulates, the only resources held by HOYs are; a limited amount of time, some power/authority, some information/knowledge, and the trust of some people (their colleagues or team). He adds that, (pg.33) one should talk in terms of "degree" of autonomy "in relation to power and decision-making". As Bell and Bush state (2002, pg.12) "autonomy is a complex notion". Lack of autonomy, or its perceived lack, is likely to impact on the way HOYs do

their jobs. If they feel they are not trusted to fulfil the role (the job description and more) because, for example, they may feel monitored from above, or in some way undermined, this could impact on their own (and others') *perceptions* of their effectiveness. Supposedly they would need autonomy to have the power to deal with situations themselves without having to defer to higher layers of the behavioural team.

If greater autonomy leads to greater effectiveness, the pastoral middle managers discussed in Lodge (1999) and in Harper and Barry (1999), would seem to reinforce this. The heads of year who attended Lodge's courses relished the additional responsibilities suggested by the newer titles, however, the difficulties they described with the existing structures in their schools showed that their levels of (role) autonomy were *not* commensurate with their responsibilities. In contrast, the implication of writings on academic middle managers (Bennett, 1995) would seem to support the view that whilst HODs are accountable, they also exhibit a large degree of autonomy. Notwithstanding the situation in Storey's paper (2003), a reasonable amount of autonomy seems to be granted to HODs for them to run their departments, particularly in areas where heads lack expertise. However, a recent study (Bennett et al 2003b) suggests this is changing.

If the 60s and 70s were the golden age of teachers' professional autonomy, Bottery (2003, pg.246) discusses the "assault on professional autonomy" of the last twenty years, which led to "a radically disempowered profession afflicted by stress, apathy and a massive desire for early retirement". Bassey (2003) also connects low morale to a "lack of professional autonomy" and suggests strongly that teachers need to be "trusted as autonomous agents" (pg.26). While this applies to the autonomy of the individual *teacher*, it inevitably extends outwards into other roles which teachers hold. Professionals need meaningful work to remain dedicated, states Cerniss (1995), but it is difficult to make one's work meaningful in a situation which lacks autonomy (pg.135). Further, he prescribes a high level of autonomy as the antidote to stress and burnout (pg.138).

Bottery sees Estelle Morris's views as signalling a move to "informed autonomy" (2003, pg.248), when she proclaimed "a new era of trust in our professionals on the part of the government" (Morris, 2001, pg.1). This leads to a consideration of what professionalism is.

NOTIONS OF PROFESSIONALISM

Many issues arising from the trust debate feed naturally into the view of teaching as a profession and teachers as *professionals*. "Understandings of professionalism involve norms of equality [and] autonomy..." Bennett et al (2003b, pg.5) suggest. Whether one speaks of a profession as devolved from the old craft guilds of history, or in terms of a 'calling'; or of a group of highly qualified and accountable people, employing knowledge and skills on behalf of others; the suggestion of an ethical way of behaving is implied. Unlike doctors and lawyers, teachers do not control entry to their profession, even with the advent of the General Teaching Council. Hence the historical struggle for teaching to be seen as a profession rather than a semi-profession. Cerniss links autonomy to professionalism by revealing that the "most satisfied and committed professionals...enjoyed a high degree of autonomy in their work" (1995, pg.135). Day's definition, of "making a difference to the lives of pupils, students and professional colleagues" (1995, pg.109), surely fits pastoral middle leaders.

The Year Head in Busher's study (1992, pg.168), quoted earlier concerning lack of time, saw this issue as undermining his professionalism in effectively managing pastoral care for his pupils. A situation where directed time is allocated arbitrarily, for example, for numerous meetings actually does just this. The notion of professionalism has always been bound up in the older idea of teaching as a 'vocation' (a word much used in faith schools in the 1970s), leading to the long hours' culture and the idea of being 'trusted' to fulfil all duties no matter how unreasonable. Also, as Cherniss acknowledges: "One of the problems with routine work in many helping professions is that there is little tangible feedback when professionals

perform well" (1995, pg.128). 'Professional' is the sort of concept which can become a 'double-edged weapon' for a teacher or manager.

Scott (1989, pg.19) mentions "professional responsibility", an alternate form of accountability and one which professionals would not object to, since as he says, it involves codes of practice and sets of values, both of which are self imposed. Yet, in schools, accountability seems sometimes to be used as an undermining of the concept of autonomy, and Bennett et al (2003b, pg.6) even mention "surveillance". Morris's speech (2001) focuses on accountability with no mention of autonomy.

In the context of year heads, the multiplicity of duties with little time and training to fulfil these, uncoupled from power or authority, and with elements of ambiguity surrounding them, would seem to suggest a denigration of 'professionalism'. How are they to fulfil their own perceptions of what it means to be a professional with regard to their various roles? Monahan (1998, pg.57) sees "role clarity" as essential for year heads. So how does all this fit with teachers' own ideas of professionalism? Morris (2001) appears to be sending mixed messages by using the word "scrutiny" but in the same breath stating, "Teachers have earned the trust of all of us and we give it willingly" (pg.26).

CONCLUSION

For most teachers these three concepts; trust, autonomy and professionalism are intertwined. Cherniss puts it quite succinctly, "When professionals are able to work in settings where there is a high degree of both autonomy and support, [ie trust] they feel more efficacious" (1995, pg.150).

CULTURE AND POWER

This last section looks through a dual perspective (Wallace and Hall, 1997, pg.85) of culture and power in order to examine what happens in the schools, wherein middle leaders need to fulfil their roles, and in particular in faith schools. What is described as political within a school setting is often inextricably bound up in its culture. Whilst not denying that micro political processes (Ball,1991; Busher,1992) exist, within the severe space constraints of the present study some sections inevitably have had to be conflated. Therefore, the decision has been taken not to focus on micro politics, although politics was an aspect in earlier versions of the Conceptual Framework, which is here subsumed into culture and power.

CULTURE

Keeping this potentially enormous topic to *some* aspects of culture, in the context of a specific type of school, may serve to narrow it down to within manageable limits. Fidler's definition of culture proved most useful, "the distinctive way in which organisation members go about their work and relate to each other" (1997, pg.35). It is also, he notes, normative and so represents, to the members of the organisation, the accepted ways of operating (pg.36). If 'ways of operating' are perceived to be changing, views may conflict and Busher and Barker (2001, pg.5) clarify that resistance "is a normal part of the decision-making processes of organisations".

Obviously, schools of a particular religious denomination, ie faith schools, have some different and peculiar aspects of culture. Their climate or ethos may differ substantially from that of a state school, and this may imbue both staff and pupils with specific ways of looking at the world. In a recent enlightening paper, Cubillo and Brown (2003) discuss leadership specifically in faith schools with their distinctive ethos and sense of mission. The views in the paper suggested an interesting thematic area to look at. For

Catholic schools, such as the case study school, the moral dimension, is apparent. In terms of pastoral and disciplinary matters, there is a dilemma in using the ultimate sanction of exclusion from the school community as *inclusion* is the Catholic ethos. Grace's (1995) discussion of this and other difficulties for Catholic head teachers elucidates this.

Cubillo and Brown reinforce Sergiovanni's (1992) comments regarding the spiritual and ethical leadership in Catholic schools, with the schools being run as moral communities (2003,pg.7). The values held and spread by the leaders need to be shared by staff, holding the same vision, as discussed below. They mention a current dilemma for Catholic heads in that the materials used to enable them to gain further professional qualifications for example, the NPQH, exude managerialism rather than values and beliefs, "leading inevitably to tensions between spiritual beliefs and such market place accountability" (pg.11). Yet, Day sees the "possession of a personal professional philosophy...vision" as a "prerequisite for effective headship" (1995, pg.116). He suggests that concern for the pastoral needs of pupils, shared by the staff, and the whole "relationship web" whereby each feels "valued first and foremost as a person" (pg.117), implements the vision. Much of this would apply equally to middle leaders because Day emphasises the school as community and encourages the development of "critical communities" (pg.123) perhaps echoing some of Wenger's ideas, referred to earlier.

A document produced by the Dominican Sisters (2001) proclaims that the chief task of staff in a Dominican school is to implement the Dominican vision (pg.4). Although this sounds like 'management speak' it actually reflects much older religious terminology. The document focuses on whole staff development, "on issues pertaining to the moral and social development of the students" (ibid) and stresses the pervasiveness of an inclusive caring culture or ethos, adding, "It is only in an atmosphere of good relationships and mutual respect that real learning can take place" (ibid, pg.12). There is great

emphasis on the building up of a "school community", as in the literature referred to above, but with its also being a faith community. This is likely to underpin the behavioural policy in the Dominican school in this research.

Building up the culture of a school cannot simply rely on the charisma of the principal. All teachers need to take a role in this. Pupils experience their year head taking assemblies for specific year groups, dealing with their particular concerns. In a Catholic school, liturgies and para-liturgies add an extra layer to the culture. At other assemblies they see their principal or vice principal praying with *them*.

A DENI (Department of Education, Northern Ireland) document (2001, pg.6) about positive behaviour lays a duty on schools to develop a climate or ethos which fosters effective learning. Stressing that an effective behaviour policy is fundamental to success in the classroom, it states:

> All young people, from whatever background,
> have a right to be valued and respected, to be
> educated in a secure and caring environment,
> and to have their abilities and talents nurtured
> and developed...(ibid).

In faith schools there seems to be a further emphasis on fairness, with leaders as role models to the young people in their care, showing the way, as Cubillo and Brown (2003) seem to suggest in their phrase "translation of mission into practice" (pg.8).

Fidler (1997, pg.41), discussing the internal orientation of a school's culture, lists three factors:

> *leadership style (autocratic, consultative, participative)*
> *working together (collaborative, co-operative or independent)*
> *relationship with children (friendly, business-like, repressive)*
> (original emphasis).

There is also the issue of other cultures; whether all staff share (or accept) the same culture; pupils carrying their very different cultures with them and of course, various subcultures.

Concerning a culture of teachers working together, Gold et al (2002) make the point that a school with leadership firmly at the top, will "make the emergent leader's attempts to distribute leadership more difficult" (pg.2). They conclude:

> Working collegially and promoting a culture of collaboration in which tasks and responsibilities are shared and leadership is distributed is likely to be easier to operate if it is normal practice at all levels within the school community (pg.2).

Viewing year heads as possible "emergent leaders" and in the context of implementing a fairly new positive behavioural policy, this statement could be interpreted as being as much about power, as it is about culture.

Another aspect discussed by Busher (1992) is a culture of effectiveness, wherein pastoral managers (pg.192), and others, are acknowledged to be good at managing the most difficult pupils. He sees other teachers being willing to allow pastoral managers more "time resources" to deal with such pupils as it makes life easier. He notes that being effective in this way with difficult pupils (pg.270) does not depend on the formal position held in the school.

The supportive side of the year head role, for the relevant staff, is detailed in one of Bennett's (1995, pg.127) case studies. However as Brown notes, discussing subcultures and dysfunctional cultures, "It should always be recalled that culture is not an inherently positive force in organisations" (1998, pg.294). For example, if the dominant assumption about human nature in the culture of a school was (Mc Gregor's Theory X), "people are fundamentally lazy" rather than (Mc Gregor's Theory Y), "people are highly self-motivated", (1960, quoted in Brown, 1998, pg.28), perhaps this would

lead to very different perceptions of the year head (and other) roles. It would also influence the exercise of power and control.

Although communication has been included under effectiveness, it merits a mention under culture as it forms a link into aspects of power discussed below. The openness or otherwise of the communication system (formal and informal) within an organisation reveals a substantial amount about the culture therein. Lobbying prior to meetings, access to gatekeepers, gossip; Busher discusses these strategies (1992, pg.272). The control of the communication systems and therefore the access to information attests to the power holders within a culture.

POWER

"Power", state Wallace and Hall (1997, pg.89), "refers to the capability of individuals to intervene in events so as to alter their course". It is bound up with the use of resources, they feel, which can be defined as sanctions, rewards and include "various kinds of knowledge"(ibid). Power, they assert may be "manifested in interaction" or may "remain latent" (pg.90). They break power down into authority and influence and one can see how, for example a middle leader in a school, could have a great deal of influence, even if devolved little actual authority. Wallace and Hall's use of words like covert, overt, manipulative, legitimate and illegitimate opens up the whole idea of power being *political* as well as cultural.

Hales (2001, pg.36) describes managers failing to establish authority because of their tendency to frame problems "in terms of overcoming resistance through power over subordinates, rather than recognizing the interdependent and co-operative character of work" and failing to focus on "power to". This could apply to overall management in any school, as much as to various managers within one and consequently would greatly limit effectiveness of co-operation in any team as this kind of authority might not be *legitimate* in the minds of the subordinates.

Howard (1988, pgs.61-62) contends that it is actually followers who 'give' leaders power ie the followers acknowledge its legitimacy. Similarly Bennett (1995, pg.57) refers to the "exchange" relationship between manager and managed. This is interesting, in view of Wise's (2001, pg.334) finding that academic middle managers view the expectations of their departmental members as being more legitimate than the role sendings from those above. However, this view of followers is contested when the realities of some experiments in distributed leadership are examined. For example, in Storey's paper (2003), the HOD of Science, whilst legitimated as a leader by his department and with devolved power, at least initially from the head, was ultimately unable to exercise authority when that power was withdrawn from him from above. Busher and Barker (2001, pg.4) mention the "unequal distribution of power...in all hierarchical organisations".

The middle school head interviewed by Howard (1988, pg.221) stated that he made a lot of decisions but that heads of year made decisions in their areas "outside the head's expertise". This shows that the head is acknowledging the authority of HOYs to such make decisions and therefore endowing the HOYs with the requisite power, and crucially, backing up those decisions if necessary. This head continued, "Nobody can make all the decisions...if you are not delegating you're not doing your job as a manager" (ibid). However, earlier Howard illustrates the other end of the spectrum, a power culture where the head controls everything, "there is nothing too trivial for the direct involvement of the head" (pg.46). Howard suggests that this type of power culture would be "resented and ineffective" (ibid) in a larger school.

Emerging from some older literature (Busher,1992; Howard,1988; Allder,1992), is the suggestion that the tasks of pastoral heads are more closely related to those of senior managers than for example a HOD's tasks. This suggests they have more power, yet other studies eg Doherty (1981, pg.278) showed pastoral staff in a subordinate role. Busher (1992, pgs.201-202) noted the pastoral leaders' differing patterns of influence, as compared

to HODs and "their [ie the HOYs] timetabled weekly individual meeting with the head".

Many of those involved in the courses run by Lodge (1999), regarding enhanced roles for pastoral managers, found that they *lacked* the power to change fundamentally the way the year head role operated, or was perceived, in their own schools. This is a difficulty of those in the middle, especially in hierarchically organised secondary schools lacking the characteristics of distributed leadership. "Distributed leadership is about the distribution of both formal and informal *power*" (emphasis added, Woods et al, 2003, pg.5).

Control of information and communications, as described by Busher (1992, pg.226) with regard to senior staff, is of course a major source of power. It is relevant to the effectiveness of year heads in particular because they rely on the communication of information from both above and below, to get things right.

CONCLUSION

The exploration of the literature re-shaped the Conceptual Framework until the final version (Fig. 2.1) emerged, after earlier versions had to be discarded when some themes (like teams) proved less central than had first been thought. Conversely, as reading progressed, some aspects grew, for instance trust and autonomy, originally only touched on in the management section of the Initial Study, came to merit a separate section (with professionalism), and correspondingly a separate branch of the Conceptual Framework. Arguably, they should actually be within culture. Nevertheless, as explained in the introduction to this chapter, the two dimensionality of the framework is somewhat unsatisfactory in the context of the need to interlink *all* the aspects whilst viewing through the twin filters of Role Theory and Effectiveness.

The main themes uncovered; aspects of role, effectiveness, middle management/leadership, trust, autonomy, professionalism, culture and power, recur in the reading, suggesting fruitful ways to illuminate the research questions, as listed (Table 3.1). In turn the instruments developed needed to uncover these aspects, in the roles of pastoral middle leaders, in order to ascertain the perceived roles of the year heads in terms of their own and others' expectations, in the context of the implementation of a policy. Literature and other sources of questions for one instrument are included in Appendix 7. Distributed leadership was uncovered in the reading too late to shape any of the schedules, however the *need* and justification for leadership at the middle level became increasing apparent as such reading proceeded.

CHAPTER 3

METHODOLOGY AND RESEARCH INSTRUMENTS

Johnson's (1994, pg.184) prediction that planning social research, "forces the recognition, and usually the questioning, of the researcher's own assumptions about social life", indeed proved accurate for the present research. Decisions on methods, uncovered the deep underlying differences in terms of what could be found out and why it would be important.

This research is an investigation, in the form of a case study, into the year head (pastoral middle manager) role. It was conducted in a secondary school, where the researcher teaches pupils with special needs but does *not* occupy a management role. The decision to use a case study approach was logical given the researcher's interpretive, rather than positivist (normative) world-view and the awareness that subjectivity rather than objectivity (Phillips, 1993), would influence both procedures and results. Consequently, the qualitative methods used, needed rigorous planning and implementation, with appropriate validation and triangulation incorporated into the design.

Bassey's definition of research proved a useful, if awesome, starting point.

> Research is systematic, critical and self-critical
> enquiry which aims to contribute towards the
> advancement of knowledge and wisdom
> (1999, pg.38. quoted in Morrison, 2002, pg.5).

Cohen and Manion (1994, pg.5), who define research as "a combination of both experience and reasoning", ascribe the "uneven progress" of education in the western world in the past to an over reliance on experience alone. Hence the need for systematic research.

Morrison (2002, pg.4) sees research as, "both an attitude and an activity". She explains that the intellectual inquiry involved in educational research is

" rooted in, and shaped by a number of research traditions, and ...multiple ways of viewing the educational worlds we inhabit" (pg.4). Therefore an awareness of these traditions and ways of viewing the world would seem to be prerequisites for researchers. She adds that we bring our own preconceptions to the work.

Johnson (1994) details the distinction between the positivist approach associated with quantitative methods and the "relativist" view, (anti-positivist), summing the latter up as "less confident of the existence of social facts" (pg.182). Her summary of relativist researchers chimes in with the underlying views in the current thesis:

> Their own view of the world...has developed cumulatively, contributed to by their particular life experience...in their research they set out to understand more about the view of the world which some other people...have...to gain insight into a perspective (ibid).

In particular, thinking about how people search for and come to know 'truth' through experience, reasoning and research, as summarised by Cohen and Manion (1994) in their introduction, brings a realisation that these questions need to be grappled with before research can proceed. Is social reality "out there" or "created by one's own mind" (pg.6). These are ontological assumptions from the philosophical "nominalist-realist debate" (ibid). The differing views of which "conceptions of social reality" (pg.5) social science research, including educational research, is following, determine the methods used in any research. Morrison (2002, pg.11) discusses ontology (how we perceive reality) but Usher (1997, pg.31) goes further noting that, in a post-modern approach, "ontology precedes epistemology". Therefore one needs to see/perceive the world before one can research any aspect, to gain 'knowledge'.

Also, consideration of epistemological assumptions about knowledge and how it is communicated to other humans, (how acquired *or* how personally experienced), dictates a reliance on or rejection of the methods of natural science, Cohen and Manion (1994) suggest, in other words, a positivist *or* anti-positivist stance. "Epistemology", Usher (1997, pg.4) defines as, "a commitment to a particular way of understanding the world and acting within it through research" and discusses the dominance of "positivist/empiricist epistemology" (pg.5) and the challenge to it from "hermeneutic/interpretive epistemology". These interpretive approaches, like grounded theory, search for order (ibid, pg.6).

Questions about knowledge, the 'how to know' or epistemology, are central to the research task. Morrison (2002, pg.11) asserts:

> Epistemological and methodological concerns are implicated at every stage of the research process (ibid).

These, she argues, continue into the transforming of the collected information into data "by the process of analysis" (pg.12).

Further, whether one views humans as mechanistic, or as beings with free will (Cohen and Manion, 1994, pg.7), also has direct implications for a researcher's methodology. This is of course an extreme, "nomothetic" versus "idiographic" (pg.8). The perspective impacts on *how* the research is conducted and how the findings are understood. "Interpretation of the subjective meanings which individuals place upon their action", is how Cohen and Manion (pg.10) explain the subjectivist conception. They note that positivism is less successful when studying human behaviour, because of that behaviour's "immense complexity" (pg.12). Relativist is another way to describe the interpretivist paradigm which Easterby-Smith et al (1994, pg.78) call "phenomenological or social constructionist". This is the basic belief about the world that, "reality is socially constructed rather than objectively determined" (ibid). Out of such a view grew the set of research

questions, essentially to find out how the various participants experienced the HOY role in terms of effectiveness.

Hence, this research, following broadly a non or anti-positivist or "relativist" approach (Johnson, 1994), sets out to uncover how things look to the participants in the case study, *their* views of the world, of the year head role, as they encounter it, in the implementation of the behavioural policy. Usher's (1997, pg.5) contention that the focus should be on interpreting "human action and interaction" is what is sought here.

An attempt was made to get at the underlying world-views of the participants in the context of the title, by using multi-methods, by approaching questions from different angles and probing deeply for meanings and perceptions. It was necessary to ascertain where participants were 'coming from' in order to analyse their views in relation to others' roles and their own roles, and to assess expectations. The researcher's view of society as "conflicted" and "ruled by those with access to power" (Cohen and Manion, 1994, pg.10) is likely to have coloured the ways of asking the questions.

In a normative study of behaviour, researchers assume the "taken-for-granted" and deal with "Macro-concepts" such as "roles, expectations" (Cohen and Manion, 1994, pg.39). This interpretive research however, was investigating the "taken-for-granted" and was endeavouring to uncover "Micro-concepts" such as, "individual perspective...definitions of situations" (ibid). With the macro-concept of "role" seemingly already defined in a job description it was important to thoroughly investigate *how* the HOY role was seen from a variety of perspectives, including the incumbents', and perceptions of effectiveness were relevant. Following the "view of reality which stresses the importance of the subjective experience of individuals in the creation of the social world...", this research was mainly concerned with finding "...an understanding of the way in which the individual creates, modifies and interprets the world..." (ibid, pg.8). The

approach therefore was mainly qualitative; the research was in effect walking a fine line, consequently, modifications at every stage, in terms of literature reviewed, participants chosen and developing versions of the various instruments, were necessary.

Wengraf (2001) emphasises that researchers must pay great attention to their conceptual frameworks and clarify their research questions. Concepts, as Cohen and Manion (1994, pg.17) explain, enable us to make sense of reality and impose meaning on the world, and social scientists' concepts enable them to shape their perceptions of the world. The conceptual framework (FIG. 2.1) for this research on perceived year head roles developed through several distinct phases as both the reading and the on-going analysis of data helped to modify and refine it, identifying the key influences on the role and consequently further refining the research questions. Because an Initial Study (Gordon, 2002) preceded the main research by a year, thinking time was built in and changes to instruments and approaches were inevitable.

Embarking upon this study occasioned a review of methods used by other researchers in various traditions and there was an attraction to the research methodologies of both Nias (1993) and Ball (1993) in particular, and their ways of looking at the world. Thinking about the eventual relationship between this piece of research and educational practice meant deciding on a case study as the best way of approaching the research questions and accessing the literature on the broad sweep of qualitative methods associated with the enlightenment model (E835, Open University, 1996). Working as a lone researcher meant that whilst semi-structured interviews and unstructured meeting observations were key, additional information could be collected quickly by using a small survey employing both structured and unstructured questions. Since all instruments developed had to be piloted, relevant questions and issues needed to be synthesised from the literature at an early stage. As an insider researcher, some of the concerns of pastoral middle managers were apparent and frequently heard in staffroom conversations, and the benefits of having worked previously on the Initial

Study (Gordon, 2002), which had flagged up issues, provided starting points. Appendix 7 has the sources of the questions on the HOY interview schedule added, as an example of this process and shows how the literature fed into and informed the development of these questions.

It was noted that Nias (1993, pg.137) had attempted to use grounded theory, as developed by Glaser and Strauss (1967). Although Scott (2001, pg.1) has insisted upon the necessity for full transcripts for the sort of analysis grounded theorists advocate, it was apparent from Nias's detailed accounts of conducting her interviews, which were not taped, that her use of "a personal shorthand", (pg.135) whilst trying to maintain eye contact, was very unlikely to have produced more than very detailed summaries, as in the present research. The attraction of grounded theory, as one way of making sense of the vast amounts of data being gathered, endured.

Nisbet and Watt's (1984) article, as well as Yin's (1994) work suggested how to proceed. The former gave a good grounding in the design of a case study, defining it as "*a systematic investigation of a specific instance*" (original emphasis, pg.74) "Quoting cases to illustrate gives the picture a three-dimensional reality" (pg.73), and with case study now a "research methodology in its own right" (ibid) it is possible to develop "general procedural guidelines", including the important principle of cross-checking. Yin's paper clarified that the case study "strategy" is "appropriate for 'how' and 'why' questions" (1994, pg.136). His definition of a research design as "*an action plan for getting from here to there*" (original emphasis, pg.135) was appealing, as was his injunction that it should "stay within feasible limits" (pg.137). Some of his ideas for preparation for a case study, in terms of discussions with colleagues and challenging oneself with questions about what and why one is studying and what one hopes to learn, were adopted (pg.141). His acknowledgement that theory development is difficult and that some studies are only 'exploratory' (pg.140) took some pressure off at the design stage, as did Cohen and Manion's assertion that "much of educational research is descriptive" (1994, pg.16).

Following Cowham (1994, pg.281), a research diary was utilised, "to aid the processes of reflection and analysis of critical events". This proved invaluable. Miles and Huberman's (1984) source book initially proved useful on the collection and coding of data, but the most informative advice came from Strauss and Corbin (1998). Defining methodology clearly as a "way of thinking about and studying social reality" (pg.3), two of several characteristics of a grounded theorist which they listed were:

- The ability to recognize a tendency towards bias.
- The ability to be flexible and open to helpful criticism (pg.7).

These were cultivated in the context of data collection, theory building and writing up of this thesis. Their invitation to dip into the techniques as if "items on a smorgasbord" (pg.8) inspired confidence.

In the context of this research regarding roles, it was fascinating to read Wengraf's (2001) thoughts on the "social roles" of the interviewer.

> It is important to note that you do not just inhabit one social role ('research interviewer'). In fact we all carry round a bundle of roles ...multiple statuses...and the fore-grounded interviewer – interviewee roles are not the only ones to be operative...other roles come into play (pg.44).

This idea of "a bundle of roles" also applies to the Heads of Year and is indeed explored in this research. His further views on the micro politics of interviews and the power dimension (pg.45), and making cursory analyses following each whilst planning the next (pg.49), lent credibility to Nisbet and Watt's assertion (1984) that the *interviewer* is the main data gathering instrument in a case study. Wengraf's description of the interview as a "co-production," (2001, pg.3) takes this idea further. His injunction to" stay sensitive to unavowed and unofficial goals and purposes! Especially your own" (pg.45), reinforces Strauss and Corbin's bias warning (above). Because the researcher is a long-serving teacher but *without* a management

role in the school, there was less likelihood of a power problem in interviews.

INSIDER RESEARCH

An insider researcher, as in the current research, has to negotiate access with all participants, even though they are friends and colleagues. Each was approached and asked face-to-face with a follow–up note of thanks confirming the arrangements. Access to information is probably easier in one's own work place, although Hammersley (1993) disputes this seeing "no overwhelming advantages to being an insider or an outsider" (pg.219). He lists some of the advantages of insider research such as access and relationships with others in the setting, useful for further data collection or clarification. As ethnographic research "involves the study of people *in situ*" (Burgess, 1984, pg.202), the insider researcher in this study was well placed seeing year heads in action, on a daily basis. Also, being aware of concerns among staff, such as lack of time to fulfil roles, or perceptions of inconsistency in how matters were dealt with, helped to formulate some questions on the instruments. This is particularly noticeable in the long questionnaire where many issues voiced in the staffroom have developed into questions.[1]

The disadvantages Hammersley (1993) lists include the constraints on possible lines of enquiry, on what can be observed, and senior managers and governors exercising control over someone researching in his or her own school. Some of these were experienced by the present researcher, including problems of observing meetings when required for duty elsewhere. Also an *insider* is so steeped in the culture that it is more difficult to distance oneself and make it 'strange'. It is also important to choose people for interviews, surveys etc to reflect differing opinions and world-views, almost a

[1] See appendix 9 Questions 4,5a,5c,6b,8a,8e,10b,11,12b, 15d, 16c and 17d but in particular Q14b, 25a and 25e.

representative sample, to increase validity of findings. This needs to be consciously done when the people are the researcher's colleagues so a variety of different subject specialists of differing ages and stages of career were included.

Hammersley neglects however the most obvious advantages to the lone insider researcher with overwhelming pressures of time: proximity and convenience. Access to colleagues at times which suited both researcher and interviewee, knowledge of the detailed rhythm, and workloads, of the school year and a self-imposed restraint on which areas of research would perhaps be unfeasible. A case study in the researcher's place of work may seem relatively unproblematic, but things are seldom what they seem. Although the subject of the research does not impinge directly on the researcher's own (special needs) role in the school, nevertheless when collecting perceptions of colleagues regarding others' roles in the implementation of a policy, resulting data may become rather contentious. People may choose not to comment, either in writing or orally if they are fearful for any reason or have lost trust.

Conversely, the researcher needs, in effect, to save the interviewee from any consequences of their comments by anonymising them, or treating them as 'off the record'. Cutting one's research coat according to one's potential cloth had to be one prime consideration but another for an insider researcher was an awareness that most people involved in the research would continue in the same jobs/roles after the research was completed. One unexpected 'insider' benefit was the reciprocal way some colleagues who had formerly approached the researcher regarding their own research, were generous about participating.

THE RESEARCH INSTRUMENTS

The data sought for, to illuminate the research questions, as listed below, were gathered through the various instruments. The research questions relate to the conceptual map by linking to role (via role theory) and by uncovering (perceptions of and expectations of) effectiveness. The focus is firmly on the Year Head role and other's views of this. The final version of the Conceptual Framework (Fig. 2.1) tries to illustrate this with its dotted lines. Aspects of the three further lenses, ie Middle management and leadership etc are uncovered through the questions on time, training, communications. The instruments listed in Table 3.1 clarify which collected data relevant to each research question. Table 3.2 lists the different versions.

TABLE 3.1 RESEARCH QUESTIONS & METHODS OF DATA COLLECTION

1. How do class tutors perceive/*send* the year head role in the context of the positive behaviour policy? Its effect on them? Expectations? How do they judge the effectiveness of the year head role?	1. Questionnaire to 10+2 class tutors (2 at each year level plus 2 pilot respondents) in main study 2. Year level pastoral meetings observed, one or two at each level
2. How do senior managers perceive/*send* the year head role? Expectations? How do they judge the effectiveness of the year head role?	1. An interview schedule developed and used with key stage tutors, Senco, VP and principal. Supplied in *advance*. 2. Advance short questionnaire developed to de-clutter interviews Full summaries supplied for validation 3. Observation of some key stage meetings. Summaries supplied
3. What are year heads' *own* perceptions of their role(s)? How do *they* interpret it in the context of the behavioural policy and of their role set? Legitimacy of others' expectations? Time and training? How do they make the role? How do they judge own effectiveness? What are their main tasks performed in the context of the positive behaviour policy? What do they expect of their sub and super ordinates in the context of this policy? Legitimacy of these expectations? Line management aspect of job/team leader?	1. Interview schedule developed, piloted, revised and used on four year heads. (Supplied in advance) 2. Short pre-interview questionnaire 3. Examination of ELB[2] management course provision, as well as in-school provision for pastoral managers. Middle & senior management materials from ELB web site or posted out 4. Information gathered through observations of meetings 5. Some observations of year assemblies 6. Field notebook in use throughout

[2] Education and Library Board. Five boards administer education in N. Ireland

4. How do middle managers 'outside' the pastoral system perceive the role of the year head? Expectations? How do they judge the effectiveness of a pastoral middle manager?	1. Interview schedule modified from initial study – used on some HODS and others. Most were also class tutors so validation/triangulation was provided 2. – insights gained informed HOY interview schedule
5. How does anyone in the role set of a year head know what to do? (in context of own role with regard to the behavioural policy)	1. Examination of school documentation, relevant policies, job descriptions, minutes of pastoral meetings *not* observed, and observations 2. Interviews and questionnaires

The particular instruments chosen were the result of reading the literature and making decisions on methods best suited to the collection of the information required. The E828 study guide listed twenty major case studies (The Open University, 1995, pgs.14-15). In these, semi-structured interviewing, observation, and documentary analysis formed the core methods but others were used according to the justifications of the researchers and their various roles ie 'change agent', 'consultant', etc. The methods and instruments used *here* therefore, have evolved from the needs of this qualitative research. In particular, the use of a questionnaire survey (not normally associated with a case study) for some participants perhaps needs to be accounted for as a valid source of useful information.

Questionnaires have been used, as well as interviews, to gather data on middle managers by Bennett (1995, pg.viii) and also Wise (2001, pgs.333-334). Admittedly, their surveys were designed to get an overview from many schools and were used as background to more detailed case studies. However, in the current research within *one* school, it was judged to be appropriate in terms of good use of researcher time, and for the reasons detailed later.

Having previously established a view, albeit a snapshot, in the Initial Study, of the year head role from the outside, it was essential to get further perceptions, validated by data from various instruments being administered within the same time frame and each feeding into the other. For example, observation data gained from a meeting, though hopefully objective, may be

subjectively analysed and may be modified subsequently as a result of an interview. Interview, questionnaire or critical incident data may provide useful validation/triangulation of meeting observations and vice versa (The Open University, 1996). So it proved here.

DATA GATHERING INSTRUMENTS – VERSIONS

TABLE 3.2 (USED BETWEEN NOVEMBER '02 & JUNE '03)

Initial study HOD version – previously piloted- Slightly modified for 2002-3 Main Study	Used on teacher who was leaving but *not* a manager therefore modified on spot Supplied in *advance*	Not included in appendices
Short extra section added	Used on HOD who was School Counsellor Supplied in *advance*	Appendix 2
" " " "	Used on HOD who was School Timetabler Supplied in *advance*	Not included in appendices
'Normal' version	Used on a HOD Supplied in *advance*	Appendix 1
" "	Used on Post 16 Co-ordinator (modified on spot) Supplied in *advance*	"
Complete re-write to suit 4 senior managers	Used on 2 key stage tutors, Senco and Principal Supplied in *advance*	Appendix 3
Also short questionnaire developed to distribute to future interviewees in advance to save time	Distributed subsequently to all senior managers and to all year heads up to a week *before* their interviews	Appendices 4 & 8
New schedule developed and then greatly modified (as a result of pilot) for use with the four year heads	Used on four year heads Supplied in *advance*	Appendix 7 (Year Head version used did *not* have the headings which appear here)
Long questionnaire developed for class tutors (modified from version in Initial Study and re-piloted in the main study with two further class tutors)	Used on 10 class tutors plus two pilot respondents Modifications detailed at end of Appendix 9 Approximately a week given to fill these in	Appendix 9 final version only included here (Class Tutor version did *not* have the page numbers or the question numbers which appear here)

The appendices containing these versions list the necessary modifications at the end (Appendices 1-3, & 9) together with explanations.

INTERVIEWS

The semi-structured interview schedule, developed for the Initial Study (Gordon, 2002), had been submitted to peers and tutor/supervisor for comment via First Class, (the Open University electronic conference), in November 2001, an extremely beneficial process. Having been used with one HOD in the Initial Study (ie piloting the instrument), to ascertain her views of the year head role with regard to the new behavioural policy, it was subsequently further adapted and utilised for five people, mostly middle managers. The schedule alterations as a result of this process are detailed at the end of Appendix 1. The questions originated from the reading on role and effectiveness as well as from voiced concerned in staffroom conversations over recent years. They were formulated to uncover HODs' perceptions of their fellow middle managers' roles. At that time there were no questions included on trust and autonomy as these were not aspects of the first versions of the Conceptual Framework. Their significance was only fully realised when papers by Bottery (2003) and Morris (2001) and O'Neill (2002 a&b) appeared. It is regrettable that HODs were not subsequently asked about these, in view of the findings uncovered when HOYs and senior managers were interviewed. Unfortunately, the time constraint of school holidays in Northern Ireland from 30th June proved too tight.

Although thirteen interviews were taped, Wragg's (1994, pg.277) warning about a one-hour interview taking five hours to transcribe was noted, (Wengraf, 2001, pg.213 suggests 4-8 hours) consequently only full summaries were made. The tapes were however played regularly on car journeys, thereby greatly enhancing the analyses of the partial transcripts (summaries). In all cases, quotations were checked with the original tape. Wengraf's (2001) work was discovered too late to make use of his 'depth' interviewing technique showing "...how the apparently straight-forward is actually more complicated" and getting "a deep understanding of how little you knew about it, and how provisional one's 'formulations of truth' have to be..."(pg.6). However it proved useful for the analysis. Possibly fewer

interviews would have yielded more sophisticated information, but perhaps that assumes an extremely high level of trust for insider research, in the context of a case study in *one* school.

The five people interviewed using this schedule included three HODs with additional responsibilities and one experienced part-time teacher. Interviewees were chosen by a mixture of careful planning and serendipity, as two potentially useful interviewees tendered their resignations around Christmas 2002. All, as long term colleagues of the researcher, readily agreed. No ethical/reliability issues arose as a result of this. Every interviewee was supplied with the schedule a week before each interview, with the Year Head job description (Appendix 5) attached. Appendix 6, the newer version was also included when discovered, for the last three interviewees. It was thought to be an ethical practice to give participants time to think instead of springing questions on them.

The co-ordinator of ICT, who was the school timetabler was leaving in early February. The interview (February 2003) revealed the viewpoints of a future senior manager already looking at school organisation and roles from a wider perspective. Vital information about the *time* year heads had to fulfil their roles, allocated by the previous principal, was also acquired. A new post-holder would not have had this. Additional questions were tagged to the end of this schedule to elicit this extra information.

The part-time teacher also leaving agreed to a hastily arranged interview in late December 2002, and the interview schedule, not totally ideal, was modified during use. Although not a manager, as a Dominican Sister, like the former principal, her perspective on how year heads implemented the policy was informative, as she had worked in the school for over twelve years.

A HOD, who was also the school counsellor, was also interviewed in December 2002 with a schedule which again included extra questions on the

additional role (Appendix 2). The findings were surprising in that her role was *not,* as was thought, overly concerned with pupils exhibiting bad behaviour. Moreover, her experience of being seconded to the ELB for several years, to help to improve school effectiveness, made her a valuable source of insights and perceptions.

In November 2002, the Post 16 Co-ordinator interview proved somewhat problematic. The schedule (Appendix 1) did not fit her post, which proved to be almost an amalgamation of year head and HOD, the type of role discussed by Reading (1999, pgs.23-28). This dual role had not previously been fully apparent to the researcher so follow-up probes elicited her pertinent views on the HOY role. Information about the way this enhanced role was enacted, was most enlightening.

The views of these and other middle managers, 'outside' the pastoral system, were useful for gathering themes and concerns to include in further modifications of the class tutor questionnaire (Appendix 9; the addition of Q20 on the "Buddy" system and Q24b on mentors) and subsequently, in the year head interview schedule. For example, the need to ask HOYs about being middle managers, equal to HODs, *and* the necessity of asking if they felt part of the school's decision making process (Appendix 7, Q7e, 8a&b and 10f) became apparent from the literature (Bennett,1999; Wise 2001). The mix of ages and experience enhanced the study and illuminated the research questions, in particular question four (Table 3.1). Some managers were also class tutors so their views also partially answered research question one (Table 3.1) while providing further triangulation of other data. These interviews were in effect exploring the "subjective world of the interviewee" (Wengraf, 2001, pg.28), with respect to their expectations and perceptions of their colleagues' roles.

There followed a major modification of this schedule, to suit senior manager roles and perceptions (see Appendix 3) and also the development of a short (preview) questionnaire (Appendix 4), to shorten the interview time for

these busy colleagues. Parts of question one on stage of career/life cycle, were abandoned in an effort to stop the data gathering burgeoning. Senior staff interviewed were the two Key Stage Tutors (line managers of the HOYs), one of whom was also acting VP for the research year, the SENCO, and the Principal. Appended to this modified schedule were the two versions of the HOY job description and question 4 specifically asked about the changes or differences between these.

Although initial permission for the research had been granted by the former head in March 2001, courtesy decreed asking the new principal also. She readily agreed to be interviewed, at a later date. As a newly appointed principal, this ideally should have been left until the following year. The compromise was to have the interview at the end of her first year (June 2003). Another difficulty was that the acting VP, who was also KS4 tutor, needed to be interviewed about *each* role.

This senior manager schedule had to be developed early in the process since *either* key stage tutor could provide an insider senior management view of the behavioural process necessary to help to formulate questions for the year head schedule. The KS4 tutor/VP was interviewed in March 2003. There was no one to pilot this schedule on but as it was adjusted for each interviewee, it enabled the researcher to follow up interesting points or explore salient facts. The SENCO was interviewed in March, with more adjustment necessary in the course of the interview, as it became clear that her role was somewhat different from that envisaged. As with the school counsellor, she was not particularly a part of the behavioural referral structure.

Using this schedule with the KS3 tutor at the end of June, *after* the year heads' interviews, enabled the collection of line manager viewpoints as well as an opportunity to clear up queries arising from the bulk of the interviews. She clarified the existence of two versions of the year head job description, since she had helped the former principal to rewrite it, in line with the

Investors in People award guidelines. Had this been discovered sooner, some questions would have been pursued differently. Interestingly, some of those interviewed saw significant differences, especially in relation to the role vis-à-vis the pastoral/academic divide, (Appendix 3, Q8) a query added as a result of reading Lodge's paper (1999). Summary findings from three senior managers (not including the SENCO who is not a HOY line manager) were collated into the table reproduced at the end of Appendix 3.

The new HOY interview schedule (Appendix 7), originally developed from Appendix 1, in order to arrange a (rushed) pilot, was eventually organised more thematically, in line with the themes emerging from cursory analyses of questionnaires, from more reading and from the other interviews (details of question sources have now been added to this appendix). Sections included: Role; Training/Induction; Effectiveness; and Aspects of Culture. In order not to compartmentalise the thinking of the interviewees, these headings did not appear on the version distributed in advance to the year heads, however their use enabled the researcher to mentally group themes and enquire further in any fruitful direction uncovered in these semi-structured interviews. For example, HOYs were asked if they felt valued (Howard, 1988) and/or trusted (Bottery, 2003), and if so by whom. Wengraf (2001) warns that there may well be a topic ("referent") raised (for example, trust, autonomy or professionalism), yet a degree of "unperceived discrepancy" (pg.46) could exist. This was not always obvious.

The initial piloted version (no longer extant, unfortunately), used with a former year head, had been too wordy so the reorganisation proved necessary. To shorten interviews, the preliminary advance questionnaire developed for senior managers, was altered and distributed to each year head (Appendix 8). Wengraf's (2001, pg.5) caution that interviews which are semi-structured must be fully planned and prepared, proved true. Although seemingly over-laden with questions, it is important to note that part (a) of each question (Appendix 7) was usually the crux with the other parts as follow-ups or probes, many covered in a detailed reply.

The time for the interviews in all cases was not 'boxed in' and flexibility was afforded to the participants, one choosing two lunch breaks, on consecutive days. Other interviewees selected non-teaching periods, free time during Christmas or June test periods or after school. Offered a choice of venue, most chose the interviewee's classroom. Colleagues gave very generously of their own time. Interestingly several participants, particularly two year heads, far from seeing the process as an imposition, welcomed the chance to think about the year head role in this way. Some felt free to disagree with terminology such as "middle manager" and "line manager".

While the interviews were undoubtedly long, (over an hour and in one case 1.5hrs), all participants gave full answers and seemed happy to follow up probes and return to points. This lessened somewhat the ethical dilemma of using up colleagues' valuable time. Some detailed answers covered material which occurred later in the schedule so themes were approached from different directions. Most interviewees, except the Principal who declined this, were presented with detailed summaries of their interviews within 3-4 days with encouragement to change or delete anything. This was done both for ethical research reasons and as a method of respondent validation (Open University, 1996). One interviewee who thought that perhaps her replies seemed negative opted not to alter this impression. Although none of the participants changed or added anything, it was obvious from their subsequent comments that they had read the summaries.

These validated documents were subjected to first preliminary and then more detailed thematic analysis, in line with suggestions by Strauss and Corbin (1998). The preliminary theme sheet (Appendix 10) developed for the Initial Study, was at first used to develop and code categories and the summaries from early interviewees, to feed into the HOY interview schedule. Subsequently the themes emerging meant that categories changed and became essentially those listed on the first page of Chapter 4. This involved a lot of re-analysis. This is explained more fully in the final section of this chapter.

All participants provided very full answers as supplementary queries were possible within the interviews. They would usually return the pre-interview factual questionnaire in advance, saving time and sometimes raising an additional query. One surprising result of supplying instruments early to facilitate thinking, occurred when one HOY used these in order to provide fully written answers rather than an interview, due to extreme time pressure. The information was still usable since she was willing to answer some follow-up questions a few days afterwards but her choice, though not ideal, had to be accepted. Perhaps this would not have happened to an outside researcher. Information from all five HOY interviews was collated into a summary table which is reproduced at the end of Appendix 7.

Bell's (1999, pg.139) warnings about bias, including a respondent's desire to please the interviewer, were noted. However, the precaution of checking for leading questions, given the stance of the researcher as an insider with an interpretive viewpoint, and also by supplying schedules in advance so that replies could be deliberated over, were attempts to minimise possible bias. Also, findings were sometimes verifiable through other instruments.

When the key interviewee from the Initial Study piloted the first interview schedule, it became clear that no one was truly outside the pastoral/referral system, and everyone had expectations of the HOY role. Consequently, for the current research, more HODs were added to the long list of key personnel to interview. As Denscombe states:

> [I]n the spirit of 'grounded theory' it is neither feasible nor desirable for the researcher to identify prior to the start exactly who or what will be included in the sample (1998, pg.216).

As the research progressed, it became increasingly apparent whose views were necessary or even crucial to elicit. A former year head, needed to pilot the earlier HOY schedule, was interviewed at the very end of the second term, as pressure of her work meant that no other time was possible. That

interview would have been better early in the third term with preliminary data from the class tutor survey feeding into it, and using the modified interview schedule (Appendix 7), but her time-limited offer to participate had to be respected.

In total therefore, thirteen detailed interviews were conducted and taped, plus the one written 'hybrid'. Views were sampled from a wide range of middle and senior managers. The decision was taken not to re-interview a previously used HOY, however, her meetings were observed. Wengraf's advice to interviewers to "constantly review what you did...to see how you might have done it differently and better" (2001, pg.28) proved a good way of operating between interviews.

MEETING OBSERVATIONS

Throughout the interview period (November 2002-June 2003), meetings were observed. In total, seven year meetings, and two key stage meetings (one joint) were included. All meetings were taped but audio equipment failure (twice) meant that the researcher's detailed notes and the HOYs' own minutes were the only usable data from two year meetings. Unfortunately, during the research period, no KS3 meeting could be observed, due to other duties allocated to the researcher. This problem also affected access to some year meetings so that it was not possible to observe *two* meetings at every year level. Hammersley and Atkinson remind researchers, "negotiating access is not a distinct phase" (1995, pg.55). Nevertheless, substantial amounts of data were gathered without hopefully leaving any participants perturbed about the methodology of the research itself.

Prior permission to tape was obtained from all meeting participants, with reassurances that only the researcher would hear the tapes. One newly appointed year head, nervous about her *first* meeting being observed or recorded, was accommodated. Those chairing meetings were given detailed

summaries within four days, for verification, and some chose to use these to enhance the minutes they subsequently issued. Since the interpretive researcher is aware that "people understand reality in different ways" (Morrison, 2002, pg.18) it would not have been surprising if any summary alterations had been requested but none were.

Williams' (1994) paper on conducting observations of meetings was helpful, especially the categorisation of the different types. Meetings observed seemed to be mixtures of advisory, problem-solving and support (pg.313). Nevertheless, no specific tool was used for observing meetings systematically, other than taking detailed notes and taping. Two observation schedules, developed and trialled in the Initial Study (Gordon, 2002, Appendices 7&8), were discarded as unmanageable. The purpose of these observations was rather to establish the tenor and tone of the meetings, to see how the year head got through the agenda, and to provide validation and triangulation of data gathered elsewhere.

An important reason for observing year meetings was that it was possible to see how roles were interpreted or sent to subordinates ie class tutors, an important line management function (itself supposedly a part of the year head's middle management role) in action. Who was sending aspects of role *to* the year head could subsequently be discovered from the notes, tapes, and detailed summaries, all of which were kept for numerous re-analyses. Also important was the extent to which the agenda items were decided by the year head, or sent from elsewhere, if that could be ascertained. The significance of class tutors' contributions to these meetings became more apparent when their views on the year head role were canvassed, by questionnaire, in late March 2003. Cross-referencing (and hence triangulation) was therefore possible in some cases.

The policy of taking extensive notes, even with the tape running, proved invaluable for triggering thoughts on follow-up questions for planned interview schedules, or for raising queries for clarification, subsequently.

Sometimes a spontaneous remark by a year head, on or off tape, just after the meeting, proved to be the golden nugget of information. However, ethically, this would be the equivalent to data in a field notebook, and unattributable.

THE QUESTIONNAIRE SURVEY

In all, twelve class tutors were chosen to complete the questionnaire, representing a mix of age, gender, and teaching experience as well as two being chosen from each year level for the purposes of triangulation of the meetings etc. It had previously been piloted in the Initial Study (Gordon, 2002) and extensively modified as a result (see last three pages of Appendix 9). No one surveyed previously was included (no longer questionnaire naïve). The two pilot respondents for the present study, comprising a newer and a more experienced teacher (who was also a HOD), were selected in early March as balanced choices, one from each Key Stage. Their comments resulted in a slight timing modification (Appendix 9), prior to the distribution to the other ten tutors, three weeks before term end, with an early April deadline. This strategy resulted in a 100% return rate. If lower, a second distribution would have been possible. The data from these two pilot tutor-respondents was used alongside that of the other ten tutors as they had been selected by the same criteria. Their views did not skew the data.

Rather than for quantification, the flexibility of being able to survey the views of many participants simultaneously, in order to inform the HOY interview schedule, was invaluable in terms of a single researcher's time and in keeping some control of the data collection. Although not an ideal tool in the context of a post-positivist world-view, the inclusion of many free response items and not just tick tables, garnered opinions, expectations, and perceptions. Morrison notes, somewhat pejoratively, the tendency for some educational researchers to "engage in 'mix-and-match' approaches to research methodology and method" (2002, pg.11). The present researcher,

although working within the interpretive paradigm, was constrained essentially by the needs of the research design ie the necessity to get more than a few respondents to satisfy the first research question (Table 3.1).

It was administered in order to collect the views of a wide range of class tutors on their own roles, aspects of role and of the behavioural policy and to glean their perceptions of the effectiveness of their line managers' (and others') roles in the implementation of the policy. This was in line with earlier versions of the conceptual framework incorporating, for example, aspects of teamwork.

A questionnaire was thought to be the most suitable instrument (in this context) for the following reasons:

- TIME: 12 more interviews would have been impossible for a sole researcher.
- VARIETY: one instrument could reach a wide range of people simultaneously.
- CONVENIENCE: the views of ten class tutors could be elicited at one time, following a pilot of two, ascertaining detailed perceptions of the year head role from below.
- CONFIDENTIALITY: Because a questionnaire perhaps suggests more anonymity than a taped interview, it enables some teachers to express views they might not otherwise elucidate.

Also, in a questionnaire, a respondent may skip questions without explanation, (as happened), which is more difficult in an interview with a colleague. A question might touch on a sensitive issue and even an insider researcher might not be aware of this. Most importantly however, it provided information on their perceptions of their 'line managers' and the SMT, in a less contentious way than taping. "Who will hear this tape?" was asked more than once during the data gathering. One could perhaps further justify the use of a questionnaire here by reference to the "power-balance" within an interview (Wengraf, 2001, pg.42) although that was not a

consideration when the choice was made. Nevertheless, the use of the survey became, for all the reasons indicated, part of the "operationalization" of this case study (ibid, pg.55) at a very early stage, when decisions were being taken as to how to carry out the empirical work for both the initial and the main studies.

In the questionnaire (Appendix 9), questions 2, 5a&b, 10b&c, 13a&b, and 15a, uncovered how class tutors with differing experiences, knew their own roles, and how they perceived the year head role, and the roles of those further up the hierarchy, in relation to the positive behavioural policy. Views on the workings of the policy were ascertained from questions such as: 4, 6a&b, 9, 10a, from many in the middle section especially 16c and, in the final section, from questions 22-23.

March was selected to administer the questionnaire because with the other school terms ending in tests, colleagues would have been too busy for such a detailed survey. Although developed for, and piloted *previously* in the Initial Study in 2002, this much modified questionnaire remained substantial and indeed daunting (Appendix 9), taking almost an hour to complete. Whilst taking up colleagues' time poses a dilemma, agreement was sought from all, sufficient time was allocated and no one was 'hounded' for the completed survey. By March, tutors had been working with their year head for two full terms, and all were familiar with the behavioural policy and referral system. Lastly, the timing enabled preliminary data gathered to feed into the re-designed/modified year head interview schedule, used in the summer term.

The pilot of the questionnaire in the Initial Study (Gordon, 2002) had uncovered ambiguities, discrepancies and timing problems. Changes are detailed at the end of Appendix 9. One ambiguity was the use of the term "role set" in question 26. In an interview it could be clarified, but Wengraf notes it is "harmful to couch informants' questions in researcher language" (2001, pg.67).

Tabular form for some questions had not been enough to shorten the questionnaire, so a major re-working was necessary. Many further sections, (see end of Appendix 9) were changed into tables where the answers could be ticked. Whilst unfair to add to a tutor's heavy paperwork burden substantially, many sections were retained where people were asked for views and comments, eg questions 8f, 11, 16c, 19 and 21a, as it was essentially acting as a (poor) substitute for a set of interviews. No question or page numbers were on the version distributed to the tutors, in line with Youngman's (1994) suggestion, but were added later, for ease of analysis.

The questions in the questionnaire and interview schedules, were formulated as a result of reading the literature on pastoral and middle leaders, role theory and school effectiveness in the main as well as from knowledge of participants' concerns gained from the insider researcher perspective. As interviews were conducted and meetings were observed other concerns/questions came to the fore and were included. This was also the case when literature not unearthed before was read (Bottery, 2003; Morris, 2001) (see Appendix 7 where sources are detailed). As issues such as professionalism and trust became a bigger part of the final version of the Conceptual Framework, questions about being valued and being trusted were subsequently added to the HOY interview schedule (Appendix 7, Q10). These themes were then actively looked for, retrospectively, in the analysis of Q8f in Appendix 9, which asked class tutors about feeling "appreciated".

Scott's discussion (1996, pg.61) of questionnaires and interviews as *method* states, "neither method by virtue of what it is can be located firmly within one or other of the two camps [ie quantitative and qualitative]". He also asserts:

> [D]ifferent and contrasting methodological frameworks may embrace the same data collection method, but because that method is used to collect data in different types of ways and thus different data,

it is possible to distinguish between them (ibid).

The worry of using a questionnaire in this research thus somewhat diminished, although it is acknowledged that it was not ideal, in the context of qualitative research.

OTHER DATA SOURCES

Requests for interviewees to give examples of critical incidents were not as fruitful as anticipated. However, examples were only to provide corroboration or otherwise of perceptions, actions, or written policies so the number collected sufficed. Body language and hesitations in interviews suggested that some participants had opted not to supply an example and this was respected. Insider researcher knowledge of a critical incident, without verification from a respondent, could not be used. As Adelman et al (1984, pg.99) warn, "the case study worker acknowledges that others must live with the consequences of his*(sic)* findings".

School documents, such as the management structure, staff handbook, and various job descriptions were examined. The two versions of the year head job description were attached to the interview schedules as discussed above. Other school policies including the Positive Behaviour Policy (still in draft in 2002-2003), were analysed for information, illustrating that such documents tend to get out-of-date very quickly, unless re-visited. Nevertheless, any mis-match or discrepancy between the views uncovered on year head roles and such documents were incorporated into the questionnaire or interview questions.

Documents for a one-day middle management course and materials for a senior manager course, supplied by the ELB, were also examined. Some minutes of pastoral meetings which the researcher was unable to attend and observe due to other duties, were helpfully provided afterwards by a senior manager. Observations of some year assemblies, (one each of Years 8,10

and 11), were arranged to provide a form of validation to some of the data gathered from meeting observations and interviews. Getting permission was straightforward.

VALIDITY

The various types of validity are ways to assess the quality of any given research design, explains Yin (1994, pg.143) listing the types as: construct validity, internal validity and external validity. This last will be discussed under generalisability below. Wengraf (2001, pg.59) flags up but does not deal with "validity threats" ie threats to the truth of what has been found out. The Open University (1996, pg.34) summarises three steps to assessing validity ie examining the plausibility, the credibility and the evidence of any research claim. As can be seen from the findings and various analyses in the next chapter, the solemn examination of these steps is apparent in the presentation of evidence for the various claims made. Qualitative researchers must take seriously the question of validity, if their work is not to be discounted. Yin (1994) suggests that gathering evidence from a variety of sources, establishing a chain of evidence and even allowing key informants to review a draft of the case study will all increase construct validity. The first two of these suggestions were followed in the current research to ensure that the data sought was the data collected.

Internal validity Yin argues, is actually only relevant for "causal or explanatory studies" and not for those which are "descriptive or exploratory", as is the current research. However, he extends the concept to "making inferences" (ibid, pg.145) which, he says, the researcher does about every event, not directly observed and suggests *"pattern-matching"*(original emphasis, ibid) in the analysis as a tactic for addressing this. This seems similar to the "*constant comparisons*" advocated by Strauss and Corbin as enabling also the identification of "*variations* in the patterns" (1998, pg.67 original emphasis). Either would add to the validity of qualitative research.

As mentioned throughout this chapter, the triangulation carried out where possible, was used to enhance the validity of the findings. Class tutor comments in the questionnaire as to the helpfulness of the HOY were validated by two observed year meetings (Appendix 12, a&f). Similarly, KS tutors' lack of expectation of their HOYs' occupying a training role (Appendix 11, Interview Y), provided validation of the interview data as discussed in the next chapter (Appendix 11,A-E). It was thought to be crucial, particularly in the context of qualitative research, to provide numerous clear references to the various data sets, when discussing findings.

It would be important to note here that the researcher's non-managerial role/post (for special needs) within the school hopefully posed little potential threat to the validity of the research. This is extremely difficult to guard against fully, particularly in a case study where the researcher is in effect the chief data-gathering instrument. As a member of the school community already, the distance between the researcher, and the interviewees, for example, was greatly reduced because they were colleagues. Sitting in a meeting therefore was a relatively unobtrusive way to collect data, nevertheless if the researcher would not *normally* be there, there could still be some unwanted effect. Finally, Silverman's warning was noted:

> ...unless you can show your audience the procedures you used to ensure that your methods were reliable and your conclusions valid, there is little point in aiming to conclude a research dissertation (2000, pg.188)

GENERALISABILITY

It is difficult for ethnographic research in one specific site to be generalisable. Because the researcher's own perspectives inevitably colour the research, as Schofield (1993, pg.91) notes, work could not be replicated

exactly by another researcher, "in terms of arriving at the same conceptualization" (pg.93), but rather by relying on the internal validity of the work, in that the field notes would support the conclusions. However, because qualitative research has become more widely used in examining education issues (Schofield, 1993, pg.94), generalisability has become reconceptualised, away from the classic view of it as "external validity" (pg.95). Yin (1994, pg.145) also believes that it is wrong to assert that a case study offers a poor basis for generalising. He suggests that the reliability problem can be approached if the research is done "as if someone were always looking over your shoulder...so that an auditor could repeat the procedures and arrive at the same result" (pg.146). This was kept in mind in the current research. Denscombe in fact recommends an audit trail be kept for any research (1998, pg.213). Hence the inclusion here of much (referenced) additional material in appendices as well as the two tables in this chapter (Tables 3.1 &3.2).

Guba and Lincoln (1982) quoted in Schofield (1993, pg.96) argue for the concept of "fittingness" that is, how much the situation studied matches another. Consequently the emphasis is on providing as much detailed (thick) description as possible so the findings could be applicable to another similar situation. Schofield says one can generalise to "*what is*, to *what may be,* and *to what could be*" (original emphasis, pg.98), if one selects a site "typical of its kind" (pg.100) to study. This would suggest the likelihood that findings or conclusions could be applied to broadly similar situations. Easterby-Smith et al (1994, pg.90) sum up generalisability from the interpretive or phenomenological viewpoint:

> How likely is it that ideas and theories generated
> in one setting will also apply in other settings?

We can see that what other researchers (Wise, 1999 & 2001; Bennett, 1995) have discovered about the roles of *academic* middle managers in schools is to some extent generalisable to the year heads in the current study. It follows therefore that the findings and conclusions here may be similarly

comparable, even to a limited extent, to future studies of the roles of other pastoral middle managers, in broadly similar circumstances. Hence the efforts to clarify the sources of questions, the description of the emerging themes, and the inclusion of much additional material as appendices to help increase the overall transparency of the data gathering process which led to the findings and conclusions.

ETHICAL CONSIDERATIONS

Wengraf (2001, pgs.184-187) discusses many of the legalities of research including issues of ethics and confidentiality. He draws a fine line between fully involving participants (interviewees) whilst maintaining the researcher's right to arrive at and even publish "their own interpretation of the material" (pg.184). He makes an important distinction between anonymity and confidentiality with confidentiality being the "stronger requirement" (pg.187). He advocates anonymisation for anything contentious and that has been the goal overall in this piece of research.

Interviewees were initially promised that only some quotations as well as parts of the detailed summaries, which they themselves had verified, would be referred to. Subsequently four were approached for permission to include more details (Appendix 11) to augment the use of shorter extracts from other interviews and to increase the transparency audit of the research itself. These appendices have details removed which would identify the speaker, but where that was not possible, for example for the SENCO, further permission was sought for the inclusion of this material. All interviewees were also assured that only the interviewer would ever hear the tapes. These will be wiped. Detailed summaries of meetings were similarly submitted to the 'chair' of each meeting (although not to the participants). Some parts of these are included (Appendix 12) with efforts made to anonymise participants and even year groups of meeting. Even though agreeing to the taping of the meetings, some participants perhaps asserted their right to say

very little. Off the record remarks in interviews, to illustrate a point for example, did not appear in the subsequent detailed summary. Leaving the field for future researchers to have relatively unproblematic experiences of data collection was one consideration. Not antagonising or upsetting colleagues was another. Paramount however was the honest attempt to act ethically at all times.

As with the problems of insider researchers mentioned earlier, it is important not to lose people's trust in the research process or in the researcher. Nias (1993, pg.136) honestly recounts mistakes she made in interviewing the Heads of some teachers, without even telling those teachers. Ball's (1991, pg.169) admission about being allowed to sit in on some fairly personal discussions was perhaps more astonishing. In another paper he speaks of the "small deceptions...and ethical dilemmas which crop up in most ethnographies" (1993, pg.32). In the current study, even the length of the instruments raised an ethical issue regarding using busy colleagues' time, more particularly for an insider researcher. Also, questionnaire respondents were told that the research concerned the roles of year heads "and class tutors", to get their perceptions on paper (see title page, Appendix 9), a small but disquieting deception. This was felt to be necessary to gather data about the interface between the roles without the survey appearing to tutors as an invitation to comment on how *well* their own year head was actually fulfilling the role.

Identifying information about interviewees can often be removed, but "loss of detail will degrade the value of the report" cautions Wengraf (2001, pg.187). Nevertheless, all participants were designated as female in order to avoid easy identification. Similarly, year, subject and even key stage designations were not always used, especially where any contentious views were expressed by participants. Insider researchers need to be very cautious as they also will have to live with the consequences and have additional responsibilities to their colleagues.

SOME ASPECTS OF ANALYSIS

Following the collection and preliminary analysis of various items of data, painstakingly collected through the instruments discussed earlier, findings were 'written up' as 'first draft' summaries in order that documents could be analysed and the emerging themes were colour-coded for constant comparisons. These summaries of findings for each data set were an on-going way of keeping everything under control. Memos were added to these detailed summaries, in post-it notes. The themes were first categorised as those in Appendix 10, developed for the Initial Study (Gordon, 2002). Colour codes within detailed summaries and on the instruments themselves, made them easier to cross-reference when looking for examples and comparisons.

It soon became obvious, through a combination of ideas emerging 'unbidden' from instruments, and themes uncovered from more recent literature (such as the ideas of loss of trust and autonomy) that this theme sheet was becoming somewhat inadequate. This was made more apparent with the on-going changes to the versions of the Conceptual Framework. Consequently, the theme sheet was re-designed and all previously collected data were re-analysed. Much re-analysis (and re colour coding) was necessary as some themes were discarded, amalgamated with others or even discounted. The first page of Chapter 4 lists the main themes which emerged as major categories from the various instruments and thinking.

Eventually these 'amalgamations of findings' documents were coded and any memos in the text were removed to be incorporated into the analysis and discussion in Chapter Four.

SHORTCOMINGS AND CONCLUSION

The acquisition of data from twelve survey respondents, who would otherwise have greatly increased the number of detailed interviews (thirteen) and the subsequent summary writing, seems to have been vindicated. However, the possibility that valuable data may have been lost by using a survey, instead of twelve more interviews, cannot be ignored. Interviews would possibly have uncovered more specific examples of role sending and expectations. An alternative would have been to use two or three in-depth interviews, of the type advocated by Wengraf (2001), with some class tutors, ascertaining their perceptions in that way. Certainly, for the future, interviews with (some) class tutors would represent a more direct way of accessing the perceptions and expectations of those lower in the pastoral hierarchy, in spite of the valid reasons given earlier for being unable to do so in this case.

In addition, the data from the thirteen interviews, which *were* conducted could have been enhanced by the complete transcription of some of these, thereby allowing the techniques of grounded theory (Strauss and Corbin,1998) to be fully applied. The use of full summaries ie partial transcripts were enhanced by listening to the tapes many times on journeys during the on-going analyses. Interview schedules for senior and middle managers would also have benefited from the grouping of questions into categories as in the head of year schedule, even though the headings were not on the copies given to the year heads. This would have aided the process of coding and analysis.

The use of data from the pilot interview, which used an older version of the HOY interview schedule, was a conscious decision as there were only four serving year heads available. The pilot interviewee had (just), within the research period, relinquished the HOY post for a non-pastoral promotion so the data were relevant. With similar themes emerging from the tape and summary, not analysing the data from this 'fifth HOY' would have risked

reducing the enrichment of the emerging themes from the constant comparisons, such as role ambiguities, lack of autonomy, trust and training issues. The experience of piloting the schedule considerably improved it for the subsequent interviewees.

Another shortcoming in the methods was the decision not to use a modified version of the middle manager task list (as used in Wise, 1999) for participants to tick and prioritise, thereby ascertaining their task expectations of the year head role. In getting participants to list these themselves, fewer overlaps occurred and the data were less accessible, even though in the end these were barely incorporated, due to other pressures. Expectations were still uncovered, but perhaps one could look at this aspect in a further piece of research.

Because meetings were being observed over the same time period as the interviews were taking place, this represented a form of triangulation and indeed verification. This was enhanced by the use of the field notebook throughout the entire research period of almost a full academic year. Similarly, because the questionnaires were piloted and distributed during the period of interviews and observations, but before the main year head interviews, it was possible to investigate further or raise issues.

It was of real value observing meetings in different months, to capture more effectively the pastoral teams' varying tasks within the rhythm of the pastoral year and to view groups who knew each other, in operation. Valuable insights were obtained in having such observations during the interview period. Ideally *two* meeting observations at each year level would have been preferable, as well as several more key stage meetings, to observe instances of role sending. Had senior teachers been approached again, to excuse the researcher from duties such as detentions, this may have been feasible. Continued tape-recording enabled the emergence of themes to be noted and analysed afterwards. Saturation of categories, in the context of theme analysis, as discussed by Strauss and Corbin (1998, pg.136) was

possible. For example, numerous examples of tutors exhibiting trust in their HOYs and of lack of time occurred.

Substantial amounts of data were collected through the long and detailed interview schedules, particularly the HOY instrument, as well as through the survey, which were not utilised subsequently due to pressures of space, time and indeed relevance. Hindsight would suggest that shorter schedules would have elicited much the same relevant quality data.

Regarding the extensive use of colour coding, perhaps computer analysis, even in terms of more use of the FIND property in Word, would have cut down on the substantial changes of colour coding necessary. An attempt to colour code sections of the detailed typed summaries of interviews by using different computer inks proved too confusing when printouts failed to replicate these fully. Equally initial memos (Strauss and Corbin 1998, pg.219) in the margins of interview notes and summaries had to be quickly altered to large post-it notes but a much better method would have been to use the facilities of 'comments' ie EDIT on the computer.

The methods of analysis chosen have been gleaned from such writers as Glaser and Strauss (1967), Strauss and Corbin (1998) and Miles and Huberman (1984). Although the complete application of grounded theory is not possible without full transcripts (confirmed by Scott, 2001, pg.1) of interviews, meetings etc (difficult for a single, part-time researcher), many of their coding suggestions could be used. Strauss and Corbin explain in detail (1998, pgs.230 –234) how to do memos in terms of Code Note axial coding. Miles and Huberman suggest that memos "...tie different pieces of data together in a cluster, or they show that a particular piece of data is an instance of a general concept" (1984, pg.69). These proved invaluable in the analysis and interpretation of the data. As Morrison explains, "theoretical development occurs as researchers progressively focus their areas of research" (2002, pg.6)

Denscombe (1998) advocates the use of multi-methods for enhancing validity and providing corroboration (pg.86). Hence the use here of interview, questionnaire, meeting observations, documents and some critical incident data where available. Strauss and Corbin recommend an "interplay of methods" (1998, pg.33). The cross-checking of interviews, one with another, or against other forms of data (Nisbet and Watt, 1984, pg.74), was adhered to, in order to enhance the fairness and accuracy of the report. However Eisner draws attention to the impossibility of "a kind of immaculate perception" (1993, pg.51). Denzin and Lincoln also feel "Objective reality can never be captured" but that triangulation is actually "an alternative to validation"(1998, intro. pg.4). The flexibility of the case study method, with its ability to change to "pick up unanticipated effects" (pg.76) proved useful in the accumulation of insights.

Wengraf (2001) counsels researchers that they are carrying "*misinformation as well as information, prejudice as well as knowledge*" (original emphasis, pg.10). The difficulty of being one's own "chief instrument" (Nisbet and Watt 1984, pg.87) and of maintaining good relationships, was largely catered for in the acquiescence of the researcher to all participants' individual requests, in relation to interviews and observations.

Johnson's (1994, pg.184) promise that some people enjoy taking part in a piece of research and even find it helpful to their own thinking on that part of their life experience, proved to be true for at least two year heads who voiced this. The hectic experience of gathering data was ameliorated by supportive colleagues. Silverman's (2000, pg.239) acerbic comment about there being "no Brownie points" for gathering data, but rather "what you do with your data" has been noted, as has Strauss and Corbin's instruction to "mine that data" (1998, pg.65). Lastly, Usher's (1997, pg.41) injunction to be "constantly vigilant" and to "take nothing for granted in doing research" because "research is both a 'constructed' and a 'constructing' activity" was followed.

CHAPTER 4

FINDINGS AND DATA ANALYSIS

A difficult decision was made to report findings and analyse within the same large chapter, necessitated by word count considerations. This removed much repetition. The need to clarify from which data set findings have come, breaks the flow a little but serves to increase the transparency of the process of analysing these findings.

The main themes from the year head interview data included:

- Role ambiguities and conflicts
- Lack of time and training
- Lack of trust/autonomy
- Non existence of the pastoral/academic divide
- Expectations from subordinates seen as more legitimate than expectations from super-ordinates.

It became apparent that such themes were recurring in the data from the other middle managers as well as from the meetings and the survey, although not always explicitly from the senior manager interviews. Since the data were revealing themes which had already been uncovered, for the most part, in Chapter 2, as well as tentatively in the Initial Study (Gordon, 2002), it made sense to re-examine and re-analyse the data, using an updated theme sheet and to report and analyse these under broadly similar headings, as far as possible, as in the Literature Review:

- Role Theory and Role
- Effectiveness (including communication, time, training and the pastoral/academic 'divide')
- Middle managers/leaders
- Trust and Autonomy (& Professionalism)
- Culture and Power (including politics)

Scott notes:

> [a]s fieldwork proceeds, the researcher's initial hunches, hypotheses and conjectures are gradually refined and reformulated, and this acts progressively to focus analysis and reorganize data collection methods (1997, pg.157).

This proved true. Theoretical assumptions thus become modified as the procedures develop, inevitable compromises occur and information is uncovered or vague ideas are disproved. Thus, for example, initial views about the importance of distributing questionnaires to a wide selection of tutors, in terms of age, gender, experience; to sample variety of opinion, resulted in data showing a remarkable consistency among class tutors, the strength of which lent authority in a way that perhaps their position as mere "junior managers" (Bennett, 1995, pg.109) did not.

ROLE THEORY AND ROLE

The various instruments in use, together with the unstructured observations of meetings, assemblies etc gleaned many nuances of the HOY, class tutor and indeed senior managers' roles, as well as of their expectations and perceptions of the year head role enactments. Perceptions about the effectiveness of the behavioural policy itself which emerged are dealt with later, as these also influence perceptions of role holders' effectiveness.

Although Howard (1988, pg.133) notes that an awareness of role theory would be an asset for any manager, the interviews as well as the middle manager course materials supplied by the ELB made it apparent that role theory has not permeated any aspect of training, although roles within teams are mentioned in some senior management courses. Yet without having necessarily read Handy (1999) and with no formal education in these concepts, there was an instinctive grasp of the tenor of the questions, for

example, on role overload. Interviewees interpreted the terms as they are commonly understood, querying anything, for example 'role set', which seemed more obscure. Even if their interpretations and those of the interviewer did not always exactly match, the need to build confidence in interviewees superseded correction of minor errors of understanding. All participants, very aware of their own multiple roles and expectations, gave detailed responses about the roles of others.

Howard's (1988) other conclusion in this area, on the value of a role holder having knowledge of the perceptions of his or her own role set, proved easier to find evidence of. All HOYs interviewed felt trusted by their teams and thought that their teams appreciated that they were doing their best (see for example, Appendix 11,A&D). This suggests that year heads are interpreting their roles to the satisfaction of their teams at least. One felt that her class tutors with better behaved classes might feel less supported because a very difficult class was occupying virtually all her time, especially at registrations (11,B)*. This illustrates that she knew the expectations of her team and was trying to live up to them. However, only one class tutor felt isolated. HOYs also knew the perceptions of their immediate line managers, but were less sanguine about expectations from the top (11,B&D).

In observed meetings, participants were progressing through agendas as professionally and efficiently as possible and expressing their opinions in a collegial way (eg.12,c). People in Year and Key Stage meetings presented as groups of colleagues happy in, or resigned to their roles within the various meeting settings, contributing to discussion and consenting to the targets or decisions. They took note of the requirements/expectations of their line managers as well as feeding information back. No reluctance to make suggestions or contribute was discernible, in spite of an observer and tape

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* Findings and analysis are based on the data sets with very short sample extracts in Appendices 11 and 12. Throughout this chapter these shall be referred to as (11,Y) or (12a), to show a range of interviewees and meetings whilst avoiding using the word "Appendix" constantly. Findings which identify some people are not referenced to a particular interviewee or meeting. Interview 11,Y specifically is from two line managers of the HOYs with the data blended together to avoid further identification

recorder. It would not be obvious if supposed agreements were subject to any type of implementation gap with, for example, participants merely giving silent consent, as the next meeting observed would be elsewhere.

In one Year meeting class tutors offered advice to each other in an open forum way (12,f). The Year meeting agendas were passed down from the previous KS meeting often just two days before, so line management was in evidence. At some of the year meetings at KS3, a degree of role ambiguity was apparent, as discussed below.

Busher (1992, pg.2) looking at how people and organisations adapt to each other in schools as political systems, suggests:

> In the context of these roles and functions, and of role incumbents' perceptions of their own and others' roles, people negotiate their positions in a school organisation.

All respondents and interviewees had clear views on the year head role and on their own roles. Senior managers emphasised that year heads had to make (Hall, 1997) the role and engender some type of year feeling. The KS 4 tutor described how the role was actually more than the job description, because although *not* listed, suggestions for promoting year feeling would be part of the interview (11,Y). Senior managers saw the HOY role (and class tutor role) as clear-cut, and therefore could not see a need for a job description for tutors (11,Y). The principal was willing to have one developed if it emerged from the research that tutors desired this.

When asked how year heads know what to do, senior managers referred to both experience and the detailed job description. None could see any inherent overlap or blurring of the roles of class tutor and year head even though they acknowledged that one was a progression or "microcosm" of the other (11,Y). In contrast, class tutors and also two HOYs could see some overlap, and most desired class tutor job descriptions (ten tutors and all five HOYs). Monahan (1998, pg.98) emphasises the need for the role of class tutor, in relation to the HOY, "to be defined".

Many of the numerous class tutor duties and responsibilities have little to do with the behavioural policy but the absence of any job description (Hamblin,1981; Marland,1974) appears to compound any system ambiguities. The year heads and class tutors see this clearly, but the senior managers, further away from this aspect, do not see a problem, any more than they see any ambiguities in the system or in the various roles (11,C,D,& Y). These sorts of contrasts can be seen in the summary tables of findings at the ends of Appendices 3 and 7.

Even though those immediately above seem satisfied that the year heads are, for the most part, carrying out their expectations, they seem to have little concept of the year heads' perception that there are more roles which year heads feel they should be fulfilling. Clemett and Pearce raise this issue (1986, pg.55) and in the school under study the 'mismatch' between expectations, ie year heads' own, and fulfilment of roles, is apparent in the findings (11,A-D).

It is helpful at this point to utilise Doherty's (1981, pg.271) definitions and to briefly analyse some of the findings about role under her three headings.

1 The prescribed role – what others expect the year head to do.

It became apparent that year heads, although carrying out instructions from above, view the expectations of their teams as more *legitimate* than the expectations from those above which are time consuming and paperwork orientated. "Expectations were laid out very thoroughly to all HOYs...by the VP, accountability etc" (11,C). As it is they indeed satisfy many role expectations of others (Best et al 1983, pg.54). The year head role is so "dynamic" (Wise 1999, pg.34) that a major aspect of it, that of engendering year feeling, is not even in the job description, yet this is a key role expectation (11,Y). Senior managers 'send' the role from above whereas in reality other role set expectations (especially from below), when viewed as legitimate, help 'make' the role.

There is less satisfaction in fulfilling the expectations from above since HOYs don't feel fully trusted, lack autonomy and feel undermined at times (11,A-E). "Totally undermined from the top" said one (11,B). In contrast, they feel trusted by their teams whom they see as professional colleagues (11,A-E). Also, having been class tutors themselves, they feel they know the expectations which are important to fulfil. It is presumably harder for them to see the situation from a more senior position.

Fellow middle managers interviewed expressed the view that the year heads were doing a good job although one felt they could raise the profile of the role (11,q). They must also be fulfilling expectations from above reasonably well as each Key Stage Tutor expressed satisfaction with her year heads (11,Y). Senior managers expect the HOYs to contact parents, supply information upwards and hold regular meetings. They also expect them to "keep a lid on things" as one year head put it (11,D). All these are happening to the satisfaction of the senior managers, who also expect HOYs to act as middle managers but it is very much *their* interpretation of this (11,Y). They expect them to support the class tutors and to provide information upwards within the system. The principal expects them to think strategically, to get to know the children and trusts (expects?) them to do a good job. All senior managers expect them to engender year feeling by taking assemblies and visiting groups, thereby hopefully minimising behaviour problems, to benefit the teaching and learning of all (11,X&Y). Class tutors have expectations of HOYs also, in terms of having *more* to do with the pupils.

2 The subjective role – what year head feels he/she should be doing.

Year heads feel frustrated because they would like more time to fulfil expectations, raise their profiles, and get on top of the role rather than simply reacting (11,A-E), "actually getting *on* with it" as one stated (11,A). Because they have other roles/responsibilities, they feel it is a never-ending, time restricted job. They want to fulfil everyone's expectations and feel

squeezed and accountable to everyone in a "piggy in the middle" way (Gold and Evans, 2002, pg.1).

None of them feels she should be training her team, (11,A-E) as four of the five do not really see themselves as managers. One rejected the idea that she "had *a training role* with regard to the year team" (11,C). This lack of recognition of their supposed training role contrasts with Wise's (2001) findings regarding academic middle managers. Only one HOY acknowledged a monitoring role in the pastoral team (11,E). Monitoring appears to come from above. One senior manager explained that she checks on the achievement of targets set in her Key Stage meetings as a way of "supervising what is going on in the team" (11,Y).

The fact that two class tutors rejected the line manager role for HOYs with regard to tutors' own duties and half (six) were "not sure", perhaps suggests that these two pastoral layers are heavily imbued with the idea of trust in the context of working with fellow professionals who don't need to be monitored. All five HOYs referred to professionals or professionalism (eg.11,B&C).

HOYs quietly acquiesce to the fact that they cannot refer pupils on after three weeks even if they have not improved, in spite of the policy stating this, as things would get too 'top heavy', but this overloads their role. At one meeting observed (12,h) this was discussed at length. The HOY mentioning one pupil asserted, "She will always need to be maintained at HOY level" emphasising that the policy is "inclusion" while adding this policy ambiguity to the minutes. Later, when the KS Tutor joined the meeting, she confirmed that pupils needed to remain at HOY level otherwise her own numbers would double (12,h). The knock-on effect here could overload all behavioural roles.

Four of the HOYs feel they should not be subject to constant directives which they must pass on to their teams (eg.11,C). They feel they should be

getting to know *all* the pupils and visiting classes. They would like time to think about the role and get beyond the reactive operational nature of it. They want to be fully in control of their year group with the time and the trust (Bottery, 2003) that this implies. The year heads can see a way to behave (Schmidt, 2000, pg.838) but feel constrained by a variety of difficulties, discussed later.

3 The enacted role – what the year head actually does.

This is the aspect of role which those asked to comment on how the HOYs fulfil their roles see, so if there is a shortfall between this and their version of the prescribed role, this is what they discuss. For the HOYs themselves, all saw an implementation gap between this 'enacted role' and the 'subjective role' and reported themselves that it added to their frustrations (Appendix 7, Q 1d). They try to fulfil the listed duties on their job description, but see the role as much broader (eg.11,A), and the expectations as wider still (Blackburn, 1983, intro). They assert there is too much immediacy in the role, "like answering 999 calls", one HOY described (11,B). All five are frustrated by an apparent lack of consistency (often from above), which they view as undermining (eg.11,B), and as sending "the wrong message to others" (11,C). Two also cite the absence of co-operation from parents (11,A&E). The role is multi-faceted, even when just confining the research to the behavioural policy. This was acknowledged by one of their line managers regarding HOYs' difficulties in "prioritising their tasks" as "it depended on the problems they were dealing with at the time" (11,Y). Frustration about *time* constraints rankles more than the paucity of training (11,A-E). "You feel you are spending all the time dealing with one person" was one HOY's explanation (11,A).

The lack of, or for longer serving HOYs, loss of, autonomy is a major detraction from the role. Feelings of not being trusted while being accountable for everything were noted. They also try to protect their class tutors from role overload when they can, frequently extending offers to help as expressed in the observed meetings (eg.12,b&f).

Many of the issues raised above, under Doherty's three useful definitions of role here, show up the inherent tensions of the year head role which will be exemplified in subsequent sections of this chapter. These tensions are particularly obvious when 'role' is viewed from an interpretive perspective.

ROLE AMBIGUITY

One source of role ambiguity, which emerged from the findings, is the incompatibility of (Grace, 1972), or change in (Hall, 1997), the different expectations of others and those of the role holder. Some are discussed above under role since many are inherent to a role. Senior managers, when interviewed, were very aware that others' expectations of *their* roles were different from their own (11,X&Y). The SENCO felt that hers was "a very ambiguous role". Similarly, one year head gave the example of teachers expecting her to take their side, in the way that Screeny (1986) suggests happens, and admonish the child. This was not how she saw her role, preferring to hear each side, "like Judge Judy" (11,D).

An obvious ambiguity was the fact that because class tutors lacked job descriptions, at least ten felt their role comprised anything that needed doing. Early writers (Marland,1974); Hamblin,1981) emphasised the knock-on effect of lack of clarity, on the HOY role, as a couple of HOYs acknowledged (11,C&D). In the case study school, not all teachers are class tutors hence it is seen as a substantial role, yet lacking definition. In contrast, the HOYs, at least have a job description. Although those in senior positions saw the roles of class tutor and HOY as "clearly differentiated because issues were handed on" (11,Y), all five year heads, closer to the situation and more aware of the role boundary problems and perceptions, wished for class tutor job descriptions, so some blurring between these roles, in the context of the policy, may have been apparent to them.

In these pastoral middle manager roles ambiguity proved to be even more complex. In spite of detailed job descriptions, role ambiguities were either

reported to the researcher in interviews, as above, or were apparent in the observed meetings. Two year heads emphasised that they had no feeling of certainty of being in-charge of the year group, when interviewed in June 2003 (11,A&D). This emerged when they were talking of the frustrations and stresses of the role. Both Schmidt (2000) and Wise (1999) view role ambiguity as a serious source of stress. One HOY used the phrase "extended class tutor" (11,A) and the other stated that she often heard about things happening within her year, through the daily briefing next day, and thought "I needed to know that" (11,D). This was a surprising finding, as an outsider (albeit subjective) view of these year heads would have rated their fulfilment of their roles as confident and competent when, during the research period, they were observed in and conducting meetings, moving about the school, and dealing with incidents (Field notes).

Three HOYs did not feel fully trusted by top management, although not necessarily their own line managers, (11,A,B&C) and all five gave specific examples of having been undermined by citing or alluding to critical incidents which can't be listed here. Although they reported various role conflicts, dealt with later, it was the ambiguity of the role, the 'What should I be doing in this instance?' and the 'Will I be supported in this action?' aspects, which were problematic. Four mentioned or implied that they lacked the ultimate power to follow things through (11,A-D). One cited top management "using their discretion to undermine a decision made at year head level" (11,B). The dilemma of wondering about the parameters of a role points to widespread role confusion. They also (11,A-D) did not feel like line or middle managers, in responses to Q8a and Q10 (Appendix 7). Senior pastoral managers, in contrast, thought that year head role was clearly laid out and that their HOYs were doing a good job (11,X&Y). One KS tutor said she encouraged "a team approach where everyone's views were listened to and acted upon" while the other stated the importance of team members "and their contribution", being valued (11,Y). The principal, by talking of the need for them to operate "*within* the parameters of the role", perhaps touched unconsciously upon the year heads' role ambiguities.

One clear role ambiguity observed in the year meetings at KS3 (ie the separate meetings for years 8, 9 and 10), was who was in charge? The year meetings would be progressing in the normal way, based on an agenda fed to the year heads at the previous KS meetings when the KS tutor arrived and took part of the meeting (12,g& h). Perhaps it was useful for clarification (12,h) but it resulted in repeating agenda items already covered in the minutes, rather than progressing through the other items, or by the *senior* manager raising these (12,h). In one case witnessed in January 2003 (12,g), it resulted in a lengthy discussion, concerning the logistics of target-setting meetings, becoming irrelevant due to feedback from other meetings already visited by the KS tutor. The discussion had been about an item raised at the end of the preceding KS meeting. Previously, a year head involved in the Initial Study (Gordon, 2002, pg.43) had suggested that while she did not have a problem with the KS Tutor taking part of the meeting, perhaps others would. At another year meeting, reported to the researcher but unfortunately not observed, the line manager had been 'sent away' in order that the tutors could express their feelings regarding a follow-up parents' meeting, with their own year head, but off the record (Field notes).

In KS4, there were no visits by the line manager to the year level meetings noted. Evidently, this seldom happened in these meetings and any issues raised were minuted, as in all the meetings (eg.12,c,g&h). Yet, in spite of these observations some year heads at each KS did not feel in full control of their year (11,A,C&D), one emphasising she "felt *powerless* in the...year head role" (11,C). This shows the importance of triangulation since one apparent finding can be contradicted by another.

Another role ambiguity of the manager role in a school is identified by Howard (1988, pg.84):

> How can a manager manage if he is thought of
> as an 'equal' professional? It is perhaps a function
> of the role they inhabit.

Three class tutors did not see year heads as having any line management role in relation to their work, neither in staff development nor in monitoring and for six others this question was ambiguous. Rather, they viewed them as colleagues. As Bennett says, "For a change in role relationships to be acknowledged, roles have had to be understood" (1997, pg.39). Similarly, four HOYs spoke of their teams as "colleagues" or "equal professionals" (11,A-D). It was noted earlier that this collegial feeling was also exhibited in meetings (eg.12,a&e).

Just as "department heads' emotions are inextricably bound up with purpose and the extent to which they are able to fulfill(*sic*) their role" (Schmidt 2000, pg.831), during interviews it became increasingly apparent that year heads' emotions and "self-identities" (Busher, 2005,pg.137) are similarly involved with fulfilment of that role. One took exception to questions which saw her role as a "line manager" to her group of class tutors, seeing herself very much as part of a team of equal professionals but not a super-ordinate. Wanting to lighten their load, she felt there was "too much pointing out from above what has to be done", though she acknowledged her "conduit" role in passing their concerns up (11,C). She identified this ambiguity among others as she also saw the year head role as a closely monitored one, having very little autonomy. Indeed, as Schmidt acknowledges (2000, pg.832), "Culture shock may also occur when the purposes embedded in a new role are dictated by someone else's agenda." This HOY found these ambiguous aspects of the role deeply frustrating, even whilst loving working with the children. Elements of this were also uncovered in interview B (11, B) who felt her role was becoming "more a channel for directives".

ROLE CONFLICT

HOYs had the obvious role conflict of holding this role whilst being subject teachers to many other children. They expressed some consternation at being sent pupils or phoned about behaviour when teaching (eg.11,B&D). One example of such role conflict noted, involved a HOY trying to unravel

a behavioural incident, interviewing pupils, "...outside the door when my exam classes need teaching" (11,A). Another year head masked her annoyance about this, levelling with her new team about her very limited time by making it an agenda item of the observed meeting in the Initial Study (Gordon, 2002, Appendix 7). She was not interviewed in the current case study since she was no longer interview naïve. However, the three year heads above brought up this type of role conflict as a major cause of frustration. Hamblin (1981, pg.259) talks of such conflict within the teaching role. Respondents' frustrations with roles, inadequate feedback, intensification, and role conflict pressures were apparent in all five HOY interviews (11,A-E). Class tutors too experienced such role conflicts.

Year heads, if they also had other roles like departmental head, experienced different role conflicts, concerned both with having too much to do *and* the disparate nature of these roles. One, interviewed in June 2003, felt that HODs should not be permitted to hold another post, especially year head since "the department always suffers" with this incompatible dual role (11,D). Many of the findings which emerged regarding role conflict have implications in terms of teachers' professionalism as these middle managers have full teaching loads and see 'professional teacher' as their primary role.

The amount of role conflict uncovered with two actual remunerated posts clashing as opposed to the conflict between teaching and fulfilling a management role, points up a difficulty in a smaller secondary school. Since many posts tend to have only one management point it is necessary to apply for others whilst retaining one. Without this, higher management posts, for example vice principal (VP) or key stage tutor, are inaccessible. The role conflicts (Handy, 1999) between HOY and HOD, as described by the joint role holder above, are therefore a recurring conflict, less likely in a larger school. Wise and Bennett's survey (2003a) found most pastoral leaders had three management points.

The advantage of holding more than one "power base" at a time, is discussed in Busher (1992, pg.37) who notes that such a post holder "wishing to influence the actions of other people [would have] a greater valency of power". In the current research, only the frustrations inherent in the resulting role conflict were discernible. He reports, that a "source of considerable tension for some teachers was their dual membership of academic department and pastoral care teams" (pg.43). This would seem to be greatly heightened for role holders with substantial responsibilities in each area (11,D).

Busher's discussion of the " multiplicity of lines of accountability...in secondary schools" (1992, pg.108), begins perhaps to unravel the complexity of real role fulfilment and goes some way to explaining the strain and stress inherent in roles. He mentions "crossover accountability" discussed earlier in the literature review. A pure example, as in his scenario, could not be found during the data collection period but there were very experienced tutors, and many additional role holders, in the teams of less experienced HOYs. At one point, the KS4 Tutor, who was also acting VP, (and therefore line manager of her HOY), briefly continued as class tutor to a year 12 class. She found it amusing when the researcher expressed mild astonishment at this triple role, at a year meeting observed in August 2002.

Hall (1997) feels that role conflict can also occur when the preferred management style of the incumbent differs from that desired by more senior role set members. The example of the year head, discussed above in ambiguity, also illustrates this (11,C) but it is also discernible or implied in most other HOY interviews, one noting that "sometimes incidents would be dealt over the head of the year head" (11,A).

ROLE OVERLOAD

Evidence of role overload, which had emerged in the Initial Study was confirmed in the interviews with the year heads as well as in the data from the class tutor survey. It was clear from field notes and from the survey that nine class tutors thought they were over burdened themselves and five saw their year heads as over laden also. They, tutors and year heads, felt that there were simply too many tasks and responsibilities, and that the sheer number of roles had become too much (Handy, 1999, pg.67). Most felt that the paperwork situation, with different types of information being needed, often at short notice, by 'the office' or outside agencies was burgeoning "out of control" (eg.11,C). In contrast, the principal hoped that the paperwork was "manageable". One HOY noted that there were "a lot of pastoral people but year heads were asked to do the most" (11,B).

One survey respondent felt that tutors should merely note attendance "a purely admin. role", as they had not time to take on a full pastoral/disciplinary role which seems to include counsellor, mentor etc. Interestingly, the class tutors at post-16, not included in the survey but mentioned by the head of post-16, have theoretically that reduced role, having no tutorial time. The class tutor wanting this restricted, "tutor subordinate" role (Marland, 1974, pg.76), reflected the view that tutors were over-stretched, saying this in an observed year meeting also (12,b). One HOY thought this *would* be preferable (11,B). If implemented, this could result in year heads having far more of the lower level 'busy work' type tasks, as well as having the wider monitoring of pupils. This has been the effect for the post-16 head who felt that she had a multiplicity of roles, including the much broader responsibility of co-ordinating the entire post-16 curriculum, (like the HOYs in Reading's paper,1999).

Whilst not confusing job descriptions with the role itself, ten class tutors out of the twelve surveyed wanted one as a protection against role overload *and* ambiguity. Since only three felt they had received any training for their class

tutor role, the lack of a job description seems to compound their problems. Senior managers, even those (few) who are still class tutors do not mention the problem of role overload within that role.

Year heads themselves took the view that their own roles were broad and very demanding and this was noticeable, not only in interviews, but particularly in KS3 meetings (as in minutes supplied to researcher) which often over ran their time. Year meetings in that KS, some with lengthy agendas, up to thirteen items in an hour (eg.12,h), reflected this high level of intensity. Meetings were approximately every six weeks, but often further apart due to holidays etc. In many cases these agenda items were substantive and took much time to discuss and collect information and views about (eg.12,h).

There was further evidence of role overload in the fact that some pupils on report, who according to the positive behavioural policy, should have been referred up to KS tutor level if no improvement after approximately 15 reports (three weeks), were still with the year head months later. This was confirmed by the KS3 tutor when interviewed (11,Y). She stated that this was inevitable because of "the reality of the pupils we were dealing with" reiterating this when she joined an observed year meeting (12,h). Because the KS4 tutor was acting as VP for the year, one year head explained that to avoid matters reaching too high a level, too quickly, it had been necessary to 'sit on ' a few situations. This was overloading the HOY role, and requiring them to deal with more 'persistent offenders'.

HOYs were also aware of the amount of work tutors had, particularly those with troublesome classes and empathised as all had been tutors. Three had held the dual role, (a baptism of fire in terms of workload and conflict), for the first year of their promotion, because of timetabling (eg.11,E). They saw class tutors as "undervalued" and "unsung heroes" or "walked over" (11,B,C). Seven of the class tutors surveyed felt that HOYs were aware of *their* workload but five demurred.

One middle manager felt that the year heads could raise the profile of the role, "be around and be seen" (11,q,). Some seemed unaware of the lack of time year heads had to fulfil their various roles mentioning possible extra non-teaching periods (11,p&s). Perhaps also they did not see the variety of and immediacy of the HOY role in a way that HOD role tasks would seldom present themselves. One HOD acknowledged that she did all her departmental work after school (11,s). That option is not open to HOYs responding to immediate difficulties. This contrast between the way the two lots of role tasks arise, was expressed by such a dual role holder, who admitted that her department had suffered because "the pastoral is *always* going to be more immediate" (11,D). As a KS tutor remarked in relation to HOYs prioritising their tasks, "They do not know what is going to hit the fan." (11,Y). While all senior managers acknowledged year heads' need for more time, one KS tutor, and the principal, felt that year heads should utilise their own time after school, as that was the nature of the role (11,Y,). However, Handy notes, "...overtime is a feasible strategy for dealing with work overload, but...is...inappropriate ...for role overload" (1999, pg.67).

ROLE SET

Although unfamiliar terminology, all of those interviewed could list their own role set (Handy, 1999, pg.62), with a small prompt (egs.11,A&p). Class tutors, piloting the questionnaire had found question 26 ambiguous so it had been re-written (see the last few pages of Appendix 9). Outside agencies seemed to be outside the year heads' remit as the key stage tutors dealt with these. Not one year head saw HODs as being *in* their role set yet one KS tutor felt they were (11,Y) and two HODs saw HOYs as part of their role set, but not vice versa (11,p&s). One HOD (11,s) mused that "HODs would need to be part of the HOY role set to fulfil the newer version of the HOY job description" (Appendix 6). Conversely, one HOD felt that including them would just be "running up and down the hierarchy" and that "communication takes longer to get back to the source" (11,t). The clearest

message on this came from the year 13/14 co-ordinator; who felt that they should be, as was the situation at post-16.

HOYs do not see these fellow middle managers (HODS) as part of their own role sets, feeling they do not work closely with them, but this is inevitable given that four year heads do not view themselves as actual managers (eg.11,D), and the other feels undermined (11,B). However, since they were interviewed in the context of the behavioural policy and there are no joint meetings between these middle managers, and as the HOD role has little to do with behaviour, at least *officially* in the policy, perhaps this is a logical finding.

An interesting piece of data relating to role set was that three year heads (11,B,C&D), while they are more than aware of the expectations from above, seem to view the expectations of their teams as being more legitimate (Burnham, 1975, pg.206). One asserting that she "reacted more to the class tutors' needs" stated that the role was *sent* to her from below (11,B). This is in line with Wise's findings that academic middle leaders (HODs) view expectations from below as more legitimate (1999). This HOY feared that fulfilling the demands from above and also helping with more difficult pupils resulted in, "Some tutors [who] must be feeling they are not having support from me..."(11,B). Although HOYs were not asked this explicitly, questions 8a and 3c (Appendix 7) elicited such information and it could also be gauged from replies about being trusted or feeling passed over (Appendix 7,Q6g &10b). One HOY said she would "never refuse a referral" from a colleague (ie one of her class tutor team) (11,D). This shows whose opinions she valued, and from whom she took her cue. It also illustrates Burnham's (1975, pg.207) point about "perceptual seduction", discussed in the literature review.

Superficially, evidence from meeting observations would suggest year heads carrying out instructions from above, (requests for information, following the suggested agenda) and thereby taking their role from the expectations of

those above (eg12,a&g). "There are many demands placed on a manager by his(*sic*) 'role set' " states Howard (1988, pg.84). They have to satisfy these as the senior managers have the power to demand acquiescence. However, careful observation revealed that in all cases, HOYs were reacting to the wishes and needs of their teams (eg.12,b&c). Class tutors' points were immediately minuted for the management layer above to note. A HOY stated that the role involved carrying out instructions from above and "trying to fulfil expectations from below" (11,C). This neat summary of how year heads viewed the middle position of the role and the various expectations of it relates to power and legitimacy.

The problem of legitimacy (Burnham 1975, pg.206) arises in that when a role is sent it may represent role overload or role creep. An example occurred when a HOY spent a *substantial* part of an observed meeting in seeking to minimise the loss of time and effect for her team of the February follow-up target-setting meetings with pupils after their tests. Proformas were suggested in order that pupils would come with prepared targets. Observation clearly showed the HOY discussing and agreeing that inviting parents to three minute meetings would be a 'logistical nightmare' and trying to cut down the overload on this part of her role set, whilst acceding to the directive, sent from above (12,g).

CONCLUSION TO THE ROLE SECTION

As a post script to the various aspects of 'role', that described by Allder (1992, pg.3) as "role envy" was not evident. Rather the impression gained was that the HOY role was avoided, not being viewed as desirable. Such posts also seemed to have fewer applicants when advertised during the research period (Field notes).

Looking back to Doherty's (1981) role definitions above, it is possible to see that for year heads the enacted role (what they actually do), does not match fully the subjective role (what they feel they should be doing). This

became apparent when they were asked about the stressors and frustrations of the role in questions such as 6a, 6d and 6g of the schedule. They feel they should be spending more time with the good pupils also, and in circulating (eg.11,A). This suggests further development of 'year feeling', referred to by the KS tutors as an important strategic aspect (and key expectation) of the role (11,Y). Role overload, and in many cases role conflict, precludes this. The fulfilment of the prescribed role (what others expect), rather depends on who the others are.

Even elucidation of roles by formulating with class tutors a job description or list of duties, could help to clarify HOY roles (11,C&D). It resembles the situation of signposts on new roads and junctions; which are erected by those who know where they are going and hence don't see the gap in the indications.

It emerged from the year head interviews and from the observations of their meetings that year heads are aware of what to do and see the 'gaps' between enacted, prescribed and subjective roles, as discussed above. All of them knew the job description did not encompass their many roles. Even within the much narrower focus of their roles in relation to the Positive Behavioural Policy, in their own eyes, they were not satisfied with how they were fulfilling the role and two felt that they were letting down their teams, especially class tutors who needed substantial help (11,A&B).

An insider researcher cannot fail to be aware of the stresses many role holders have in fulfilling aspects of their roles, or multiple roles. From staffroom remarks over the field work period, and all the HOY interviews it is apparent that many class tutors (seven of those surveyed were HODs also) and most year heads are stressed, because of factors discussed above and others noted later. Some say so in words or through body language. Stress is unlikely to be conducive to effectiveness.

EFFECTIVENESS

During the research, views were gathered on the effectiveness or otherwise of the positive behavioural policy itself. Since these necessarily impinge on perceptions of HOY effectiveness, or that of others, some of these are presented here, providing a context for the rest of this section. In the interpretive view of the world posited in this thesis, discussed in Chapter 3, and where subjectivity inevitably pervades the instruments and consequently the data, perceptions gathered form valid data because each finding is, inevitably, someone's perception.

THE EFFECTIVENESS OF THE WORKING OF THE POLICY ITSELF

The principal felt that the policy went wrong if people were "too dogmatic or bureaucratic". When hearing a report of an incident, she questions, "Where is the adult in this situation?" Emphasising the need to use sensitivity with pupil or parent, she felt that "some sanctions are inappropriate when parents are supportive". This however can result in inconsistencies, a point taken up later under HOY effectiveness.

An issue of feedback filtering down from the referral system and outside agencies arose. Announcements at the daily briefing regarding specific pupils were seen to be useful by three year heads and most class tutors (11,A,D&E). The principal suggested that the school could give more feedback when the two VPs were in place. She was not happy about feedback currently surmising that class tutors probably thought similarly, as some did, together with four HOYs (11,A-D).

Regarding internal referrals, three HOYs stated that their immediate line managers kept them informed (11,A,B&E). All HOYs and senior managers (11,Y) thought that the behavioural policy and referral system, with its reports and paperwork, was working reasonably smoothly, although one was "...not sure what benefit the paperwork was to the children" (11,C). KS

tutors emphasised that it was a "working document, needing to be constantly revisited", as did a HOD (11,s). The KS3 tutor's example of pupils on HOY referral for *far* longer than is stated in the policy, referenced earlier under role overload, obviously would have implications for the HOY enacted role.

Class tutors had varying opinions on how it was working:

> "The positions of year heads and heads of senior and junior school have helped more."
> "Quite ineffectual."
> "Inconsistent."
> "Better than a number of years ago."
> "It gives a sense of control to the teacher/tutor."
> "A lot of paperwork going nowhere."
> "Parents have not changed their ideas on behaviour and its unacceptability in some cases."

This last comment suggests a culture clash between home and school. The varying responses reflect tutors' perceptions and possibly their experiences according to the types of classes they have.

Views about consistency were voiced frequently in the staffroom and in interviews. One HOD suggested:

> If someone who is very bold sits in her seat for a week she gets a cinema ticket. I think we have to look at the positive behaviour policy for those children who are always good (11,s).

An interviewee, not a year head, gave an example of inconsistent treatment when a child wore trainers into school because her shoes were 'lost'. She had witnessed an "extreme fuss", involving a sending home and "parents being phoned". She contrasted this with another child who used foul language to a teacher and was only put on report. There was "no comparison", she asserted (11,r).

She also felt that the procedure regarding rewards, including outings for slight improvements, hadn't been thought out properly:

> If you are brilliant in school you get rewarded,
> if you are very bad you get rewarded, but if
> you just plod along steadily in the middle,
> well, tough! (11,r)

Conversely, an example (Field notes) shows the perceived unfairness in punishing two pupils in the same way, when one is patently more culpable, in the eyes of her tutor, who knows her and therefore sees this as 'inconsistent'.

Four HOYs, some citing examples, felt that inconsistencies occurring in decisions made above their level served to undermine their actions within the policy (eg11,A&B). Half of the class tutors also recounted inconsistencies further up the chain in terms of backing down when "forceful parents" arrived. Line managers of the year heads emphasised, both in meetings and in interviews (11,Y) consistency as the correct way to implement the policy whereas perceived inconsistencies in implementation, from a variety of levels in the hierarchy appear to interfere with the bedding down of the policy. This takes away from its overall effectiveness, as noted by a HOD (11,p). Problems of consistency within the system itself show the need to continually re-examine any policy (12,h). They ultimately damage the effectiveness of the policy, and infuriate those who must enforce it.

One HOD who felt that the policy was, theoretically, very good because "We are considering the whole child and trying to be positive in our approach", questioned whether "the theory has been moved into practice yet" (11,s). She suggested as a major improvement, that the children moving up the referral system, should know what this means. "A lot of our children aren't actually all that bothered about being on report." She added that parents should be invited into school if their child is put on HOY report, "A phone call or letter was not enough" (11,s). The researcher ascertained later that parents were not brought in at that stage (Field notes).

A major change which could be implemented quickly to contribute to the policy was suggested by another HOD. If homework was not done, a letter could be sent out from the office immediately, "Zero tolerance", as "the link between homework and ...final grades has been well established" (11,t). Therefore the behavioural policy could directly reinforce learning and teaching.

Almost everyone interviewed felt that the policy was working reasonably well, and was an improvement on a few years before (egs.11,q, t,&A) but seven of the class tutors (closer to the problems) were fairly negative. Critical incidents cited illustrated both effective and ineffective implementation. Some however thought that senior managers needed to confront and, as one class tutor stated, "Deal with persistent offenders in a more serious manner". Other tutors commented:

> "The class teachers and year heads are constantly trying to enforce discipline whereas further up the school a softer approach is taken."
> "When pupils go past the year heads they are treated with kid gloves."

A HOY asserted, "...once it goes past the Key Stage Tutor it dissipates" (11,B). These illustrate the differing perceptions of the senior manager role by others and all senior managers interviewed were aware of this in relation to the policy. One emphasised that her role was to try "to bring about a *change* in that pupil's behaviour" involving a use of "different strategies" (11,Y).

Other problems with the system included:

- Matters arriving back down to class tutor or year head level which have previously been referred further up, a recurring concern for class tutors. Nine felt this should never happen.
- People dealing with things which would have been better referred down and dealt with by the relevant person (one critical incident, from a senior

manager, which she told against herself (11,Y), and one from a class tutor (Field notes).

- Parents coming up and demanding confiscated jewellery (11,p).
- A teacher very unhappy at the way a matter was being dealt with at a much higher level (Field notes, Dec 2003).
- A class tutor not prepared to put 'head above parapet' again after a perceived lack of support from the top (conversation with researcher Summer term 2003, noted in field notebook later when triangulated).

The behavioural policy in the case study school has now entered its third year of implementation and is consolidating but possibly some cracks are appearing. Pastoral post holders have had a high turnover through promotions and retirements. The KS 3 Tutor, now the new pastoral VP, is in a good position to revisit the policy and iron out flaws, particularly concerning how long pupils are on report at each level. She mentioned this in an observed meeting (12,h). A review will hopefully increase effectiveness, but is unlikely to relieve the burdens of junior (ie class tutors) and middle, pastoral managers.

PERCEIVED EFFECTIVENESS OF YEAR HEADS

It was noted by the researcher that year heads were fulfilling aspects of their roles very effectively in the meetings, because even long agendas were completed; all instructions from above were passed on; requests for information were issued but there was also time for empathy with tutors experiencing difficulties (eg.12,b&g). Offers of help were made with HOYs making on-the-spot lists of persistent latecomers and poor attenders to phone, and asking about those currently on report to class tutors (eg.12,f&g). High satisfaction, with the HOYs, was expressed by their immediate line managers, when interviewed (11,Y).

The NAPCE (2000) guidelines were not read early enough in the research, for any specific aspects to be included in the instruments. Bennett (1999)

mentions their counterparts, the TTA Guidelines (1998) on effective subject leaders, whilst discussing the central role of middle level staff. With heads of year being seen as middle managers by their superiors (11,X&Y) and their fellow middle managers (HODs) in this case study, even if four do not view themselves as such (see summary table of findings at end of Appendix 7), these pastoral guidelines could be helpful in enabling the HOYs to understand their roles.

Effectiveness in fulfilling a pastoral role is of course highly subjective. Unlike HODs, who have examination results to flaunt or explain away, pastoral middle leaders are judged on a daily basis by themselves and by sub and super-ordinates on their ability to deal with trouble and keep it away from others' doors, "a trouble shooter" (11,B). Four HOYs suggested this in the context of others' expectations of their roles (eg.11,A&D). The fact that most class tutors expressed satisfaction with the way in which their year heads were fulfilling their role, judged by the survey comments included below, even though not asked directly, suggests that they indeed perceived their year heads to be operating effectively. This could be because the HOYs perceive class tutors' (ie their teams') expectations as those they need to fulfil (Wise, 1999).

> "I feel year heads in the school are very effective..."
> "Feedback from year teacher excellent."
> "Our Year Head gives good support when required."

However, although year heads in their interviews stated that they felt valued by their teams, four did not feel valued by those at the very top. One said, "...too much support and guidance from above" (11,C). All felt that their own effectiveness was being undermined generally by the lack of time, combined with the necessity, to deal with incidents as they arose, even while teaching.

Other inconsistencies, such as needing to keep pupils on report for longer than the policy specifies, as discussed earlier, presumably interferes with a

year head's ability to be effective in implementing other aspects of the policy for example that of being seen around the school (11,Y& 12,h).

In the case of the two year heads who were also HODs, with the expectations and demands on them in each role, they felt they were merely running to stand still and that consequently, their effectiveness in each role was diminished, as the HOY problems were always more urgent (eg.11,D).

Year heads also saw a negation of their effectiveness in standing their ground, if a parent went to the top where management would "...appease a parent" (11,B). Undermining of their decisions or stances, when discretion was used by a senior manager, was usually cited when HOYs were asked for critical incidents, making their role seem less effective to the other pupils and to parents. This is also pertinent to trust, autonomy and professionalism.

While consistency seems to be the mantra of the positive behaviour policy, it is discernible from interviews that the principal and senior managers value highly their powers of discretion and the ability to act flexibly in any situation. However, they also value consistency at HOY and tutor level (11,Y). This can cause problems leading to apparent perceived ineffectiveness. It also frustrates year heads and class tutors (12,b) who themselves see a need to use discretion in a limited number of cases, where *they* are privy to confidential information, but who instead are reminded of "the importance of consistency across the school". This was recorded in the supplied minutes of a KS meeting, not observed, in April 2003.

A HOY specified the "lack of consistency" above her level preventing her "doing my job effectively" (11,A). The knock-on effect, she explained, was that this filters down to class tutors who then feel *she* is not fulfilling the policy effectively either. She mused that others' expectations of the role, limit its effectiveness. She felt it needed to be defined. "How long is a piece of string?" she asked (11,A). Another year head talked about being

"constantly passed over or undermined" a likely limitation to effectiveness (11,D).

COMMUNICATION

Regarding the effectiveness of communications, questions, although asked in relation to the behavioural policy could well have been answered somewhat more generally. One year head felt that the expectation of everyone concerned with the positive behavioural policy and indeed with the pastoral system was that communication channels would be "open, good, truthful and helpful" (11,A).

A HOY noted that communications within the school day were "...extremely difficult" (11,D). All year heads have phones, which greatly add to the interruptions whilst teaching (11,B&D). One illustrated the perceived poverty of communication by citing the daily briefing, where people who disagree are "shot down", instead of just keeping teachers "informed" (11,A). Perceptions vary however, as another thought of it simply as a source of information (11,E) whilst a third viewed it as almost "Stalinist propaganda" (11,C). A HOY frankly admitted that while she felt her team kept her very much informed, *she* "may have been remiss in that area" (11,B). Two year heads felt they were not always told, from above, of matters directly concerning their year group (11,D&E). At least one other, who felt the quality of communication from the top varied considerably, explained that her key stage tutor usually kept her updated through notes in her staffroom pigeonhole (11,A).

Teachers in Busher's study, (1992, pg.191) felt that maintaining communications with parents increased their effectiveness, however one interviewee, outside pastoral middle management, felt that a parent would get fed up receiving calls from different teachers "about x's maths or science". (Both positive and more negative calls would be made as part of the behavioural policy). She felt that parents needed:

> One point of contact...the year head... A child giving trouble is giving it across the board... Ideally it should be class tutors but...they have not got time (11,r).

This views the HOY as more of a cross curriculum co-ordinator (Reading, 1999).

The post-16 co-ordinator pointed out that there was no forum in the school for communication between HOYs and HODs, and no meetings between them. Four others mentioned the dearth of staff meetings (egs.11,B&r). An experienced HOD suggested that "there was more communication than a few years ago but the school needs to improve this" (11,s). One year head felt that communication with outside agencies seemed all "one-way" (11,D). Two senior managers said information from these would be fed back if available and "if not confidential" (11,Y). A class tutor mentioned little feedback from year heads however eight listed their HOY as an information source. Another noted at a meeting that teachers needed to be kept informed but that the briefing was an unsuitable forum (12,b).

Overall this theme recurred many times, whether interpreted as the communicating of roles and how effectively this is done, or the flow of information within the school. One senior manager described a free flow of information downwards to the year heads and below as a "cascade effect" (11,Y). This particularly occurred through the KS meetings and represented a major communication of the year head role. The year heads, however, saw this as directives from senior management, (eg.11,C). Hersey et al's (2001) suggestion that downward communication is the most common is borne out to the extent that there was a flow downwards. However, rather than required feedback it was more instructional, with one HOY explaining that when the policy was implemented, the KS Tutor role had changed. The problem also with a cascade is that it is constant, heavy, and one-way.

The complications of the communications system in any school, given the crossover accountability (Busher 1992, pgs108-109), is further compounded in a bureaucratic and hierarchical situation as exhibited during the research. A lot of paperwork is produced at every level of the pastoral system, for evidence to parents (11,Y,A&B). This is passed on and filed as a pupil is referred up the behavioural system. The phrase "to cover ourselves" was used several times in the staffroom during the research period (Field notes). With line management added as well, HOYs complain simultaneously of too much paperwork and yet not enough communication (eg.11,C).

Howard's (1988, pg.221) differentiation between top managers being two-way communicators and middle managers as one-way communicators is *not* borne out by the current research. Rather, class tutors, at or near the bottom of the communication structure received plenty of directives and requests for information from HOYs in meetings but coming from SMT (eg.12,a&g), yet seven tutors were dissatisfied with feed back from the top or outside agencies. This suggests that top managers are users of the 'cascade' system. There was little evidence however that opinions and advice were sought by those above but rather that information was requested, often at fairly short notice (eg.12,b). Four HOYs complained of numerous directives (eg.11,C). Therefore, middle managers, far from being one-way communicators, act in the apt metaphor of Gold and Evans (2002, pg.1) as "piggy in the middle", trying to fulfil many expectations, and attempting to communicate the views of their teams upwards (11,C) and attempting to avoid role overload on their behalf, through the minutes and in the KS meetings (12,a,b&g). Several times in meetings, when a tutor voiced a concern, the year head would specifically log it in the minutes and/or would immediately state that they would 'find out' and report back (eg.12,f&h).

Problems with communications in the school lead to feedback gaps, mentioned by class tutors and year heads (eg.11,A). Crawford's (1997, pg.107) view is that communication channels need to be "operating effectively so that those in other levels hear the correct information". Yet

this is what seven class tutor respondents feel is not happening and two HOYs mentioned the "need to know" aspect (11,A&C). One referred to "the quasi consultation process" which she found "more offensive than not being consulted" (11,B).

Communication and indeed time, (dealt with below) were felt to be the most difficult parts of a manager's job by the head cited by Howard (1988, pg.221). Keeping communication going and getting communications to come back down seemed a problem to the year heads interviewed. Both formal and informal forms of communication were used, (Busher, 1992; Hargreaves, 1992). Views expressed about feeling in or out of "the loop" or having to rely on the "grapevine" show the alternative forms of communication operating also as a way of circumventing communication gaps. One year head even felt that pupils helped to "fill you in" (11,A).

TIME

Time issues arose frequently in the course of the data collection. Even the fact that some meetings had extremely substantive agendas (eg.12,h) and sometimes over ran their allocated one hour of 'directed time', further added to the time pressures. Sets of minutes supplied to the researcher of meetings *not* observed further confirmed this.

The HOD interviewed for the Initial Study (Gordon, 2002) stated that whilst all middle managers were short of time, year heads actually had an additional 75 minutes per week to fulfil aspects of their role, particularly in relation to the positive behaviour policy, ie registration times. It was notable, in the main study, that other middle managers (HODs etc), did not emphasise these registration times as an extra addition for HOYs to fulfil their roles (11,p-t). The principal mentioned this "built-in" time in her interview in June 2003.

Awareness of the year head role and responsibilities, among fellow middle managers, seems to have increased as the policy becomes fully operational. Only three class tutors surveyed were aware that year heads, like themselves, were not allocated extra time to fulfil various aspects of their role. There seemed to be a lack of awareness generally, at all levels, of the amount of time (non-teaching periods) that year heads actually *had* to fulfil the administrative and other aspects of the role, whilst dealing with the immediacy of various crises. One senior manager thought that year heads had two periods weekly (11,X). A HOD thought that they had perhaps one daily, plus registration times (11,s). A head of department with a recently appointed HOY in her team, retaining her form class and with only six non-teaching periods, assumed the appointee would be getting more time the following year. This was not the case (Field notes).

The school's timetabler, when interviewed, was able to confirm that HOYs did *not* have extra time. Perception is everything. One interviewee was, however, very aware of HOYs' limited time, giving an example of one, not being able to phone a child's home until two days after an incident. "What's the point?" she commented (11,r).

This timetabling issue of a lack of time for pastoral duties, the year heads saw as a management decision and out of their hands (11,B). One class tutor felt that because there were fewer HOYs, they "can be given time [and] should have large pastoral role". She wanted the class tutor role to be purely administrative, which would have major time (and role) implications for HOYs. The principal emphasised that remission from timetable could not be given other than, in "an ideal world". She explained that they were paid for the responsibility and not merely for the "operational" side of the job, while acknowledging that new HOYs did not get registration time because each usually continues as class tutor for their first year. Year heads interviewed felt that one period per day to deal with incidents would make all the difference (eg11,C). The principal stated that key stage tutors, having more time, would support HOYs in their duties.

Both key stage tutors confirmed that they mostly deal with outside agencies, such as the EWO or the ELB behavioural team, having more time. One stated she had 17 non-teaching periods weekly out of 45 (37.7%). Her ideal for the year heads would be "...more time, more remuneration and an office" (11,Y). Five of the twelve class tutors surveyed ticked Q16a (Appendix 9) "Year Heads need more time to deal with discipline". Another commented, "Time should be given for year heads to reinforce positive behaviour with pupils". All HOYs felt this very strongly themselves (eg.11,A).

The desire of year heads to circulate and even visit 'good' classes in the mornings, was thwarted by the need to take registration for absent colleagues or to see pupils on report (eg.11,D). The biggest constraint seemed to be a lack of time allocated, when pupils are *on site*, within the timetabled day, for pastoral duties. Some HOYs had the normal number of free periods as other teachers, but some had, or were about to have, fewer (11,A&E). Some were lost weekly, for 'cover'. This was ascertained from the school timetabler's interview, who felt a HOY would have been very lucky to have a free period per day. In the past, it was revealed, a HOY or HOD *might* get two extra non-teaching periods, (therefore eight), but they would not be protected. This interviewee noted that HOYs were used a lot for registration and for people on report. That did not seem to be fully apparent to, and was not mentioned by, other middle managers interviewed but such data proved to be extremely valuable in interpreting the comments of others.

Year heads lamented the lack of time to take an overview, see the pupils who were not being difficult, and consequently, to focus on the positive side of the policy (11,A&B). One saw the interview as a rare opportunity to stand back and examine the role(s). Another expressed concern in the staffroom (June 2003), that on her *new* timetable she would have even less non-teaching time for her HOY duties (Field notes). The types of role overload, reported earlier have time implications which seem to limit the

effectiveness of the positive side of the system because well behaved children also deserve attention (11,r&s) but don't get it.

Two year heads, who were also department heads, asserted that departmental work got 'pushed to the back' when responding in a "fire brigade" (Clemett and Pearce, 1986, pg.55) way to incidents. Although discussed as a role conflict, this also clearly has significant time implications.

The disparity between the suggested amount of time needed for pastoral duties of 30% (Clemett and Pearce, ibid), or in Wise (2001, pg.339) or Monahan (1998, pg.113), and the amount of time the year heads in this study have (approximately 15% but in two cases, less) suggests a major difficulty. For those with additional posts this was compounded. The finding that HOYs simply did not have enough time to fulfil their pastoral duties was confirmed by HOY interviews, by at least five class tutors concurring and even from senior managers' comments (11,X&Y). The possibility that this was a timetabling constraint in a small school was confirmed by timetabler information. As Leask and Tyrell (1997) ask, *is* there the *time* to manage?

The principal clarified that one of the reasons a pastoral VP role was being put in place was to support the year heads and "take some of the burden away". She acknowledged that HOYs would equate more time with increased effectiveness but, saw managing one's time as personal. This dichotomy illustrates Clemett and Pearce's truism: "There is often an illusion that we can 'make time' but time is finite" (1986, pg.169).

A year head's attempt (Gordon, 2002, Appendix 7), at the meeting observed in August 2001, to protect her teaching time from the intrusion of behavioural problems from elsewhere, shows up a lack of time. HOY 'free' time is not ring-fenced from the normal 'cover for absent colleagues'

arrangements. It is therefore woefully inadequate when compared to the 30% mentioned above.

The views of senior managers and the principal, regarding the time and paperwork year heads have, show a slightly distorted perception of the role (11,Y). As a HOY in Brenton's paper (1989, pg.24) put it, "We're in the business of crisis management". A head in Howard's (1988, pg.221) study averred that managers spent "Too much time on crisis management" and saw *time* management as one of the most difficult parts of a manager's job.

The year heads surveyed by Dunham (1992, pgs.36-39) revealed a similar temporal stress in coping with HOY duties *and* teaching. It emerged from the tenor of replies from the class tutors surveyed that eleven felt ineffective due to role overload, workload and lack of time. This suggests the "deskilling" and "intensification" described by Apple (1988). The year head who described having to deal with recalcitrant pupils (11,A), whilst trying to teach exam classes, neatly illustrates Handy and Aitken's point (1986, pg.36):

> Teachers are teachers first and managers when
> they have to be, because managing is ...
> disruptive ...if you have something else to do.

Wise and Bush (1999, pg.194) see academic middle managers as prone to overload as they endeavour to fulfil all tasks and expectations, as well as their substantial teaching timetables. They suggest that schools have underestimated the time required to perform their managerial responsibilities, given this dual role. In the context of pastoral middle managers, the situation, at least in the current case study, has been revealed as remarkably similar (eg.11,D). Consequently for triple role holders (ie HOD as well) the situation can only be exacerbated.

TRAINING

Without exception, no year head claimed to 'train' a team, and felt it was not expected (egs.11,A&C). Whilst all expressed a willingness to help or advise, if asked, some questioned their supposed omniscience, one stating "...the captain of a ship is useless without the crew" (11,C). Most pointed up their own dearth of training (eg.11,E).

In the newer version of the year head job description (Appendix 6), the responsibility for staff development seemed to be included:

(D) To develop self and others in order to enhance performance.

D4 To make recommendations for staff development in pastoral care.

However, a senior manager clarified that year heads were not expected to have a training role but rather to share good practice, take part in (and make suggestions for) staff development and be aware of their teams' training needs (11,Y). In contrast, Wise's (2001) research has shown that the training aspect of the academic middle managers roles' was indeed expected and acknowledged by such role holders.

No class tutors complained of a lack of training from the year head, not seeming to see this as part of the role at all. They had no expectations of this and therefore, sent none. There seemed to be almost widespread incomprehension (or rejection) of terms such as 'line manager role', outside senior management (eg.11,C). Class tutors saw year heads as fellow professionals from whom they would seek advice and help, five mentioned guidance. Only two agreed they had a line-manager role. Only one year head expressed consternation about the possibility of advising her team on tactics on the grounds that some were more experienced teachers (11,A).

One class tutor took exception to point D4 (above) because she felt, "Form tutors can identify their own needs". This also is related to professionalism

and a lack of acknowledgement of the HOY as a line manager. Such terminology sits uneasily in a school situation of fellow professionals (Busher,1992). Perhaps the tutor saw that aspect of the HOY job description as being contradictory to the autonomy and professionalism of her own teacher/tutor role. One HOY felt that class tutors may "resent training if...foisted on them" (11,B).

The question about their own training for the role and how they knew what to do (Q1e&2. Appendix 7), elicited responses from HOYs about being thrown in at the deep end, "having to just ...get on with things" (11,A), "following job description and own initiative" (11,E) "copying the good example of others" and also "learning on the job" (11,D). All mentioned advice from their line managers. Each only possessed one version of their job description and was interested in the other (Appendices 5&6). Most HOYs were appointed under the *older* one, as a HOD noted (11,s). One, appointed under an even earlier version stated that new duties, like taking assembly, were not re-negotiated, just expected.

In answering question 2 (Appendix7), all year heads could remember attending a half-day, or full-day (eg.11,B) course of some kind, provided by the ELB, sometimes a long time after appointment. One was a counselling skills course, and another was on behaviour modification. One was for new middle managers but the HOY who attended suggested it was more suited to HODs (11,E). The ELB helpfully supplied the pack for examination, to assist this research. Overall the course did seem more geared towards HODs with information on departmental documentation and handbooks. Nevertheless, the sections on chairing meetings and managing time would have been relevant skills for HOYs to acquire, as Allder (1992) and Dunham (1995) suggest.

Looking through a school supplied (unattributed) list of courses attended by some middle managers, it was necessary to trawl back to 1997 before finding an ELB course specifically for year heads. When asked about

training, senior managers explained the difficulties of finding a course for a newly appointed year head and mentioned the school based in-service professional development, often with a pastoral orientation, offered to all staff (11,Y). Recent examples included: mentoring, behaviour modification, the new curriculum, circle time, conflict resolution and learning styles.

The principal emphasised that such continuing professional development (CPD) could be managed in-house, with senior managers giving advice. She had supplied some training to all middle managers two years before, when vice principal. CPD was similarly stressed by a KS Tutor (11,Y). All HOYs however, felt that the external course attended had not been relevant enough to their day-to-day concerns (eg.11,E). The principal emphasised that *any* middle manager applying to her "with a good rationale" could attend the ELB courses. She expected that the two new VPs would have a pivotal role in staff development and also suggested shadowing. Speaking of her Professional Qualification for Headship (PQH), and training for Dominican principals, in Dublin, she emphasised that there was an onus on people "to seek out professional development for themselves". She felt that for HOYs there was "a lot of learning on the job" as in any post.

The KS3 tutor concurred, asserting that HOYs mostly learned by doing, by copying good role models and by getting advice from their KS tutor. They already had skills as "good class tutors" and "were now employing those strategies across the whole year group" (11,Y). Whilst noting some ELB courses, for example on Anger Management, she felt that training was informal, ideas "bounced off" someone above (11,Y). Ideally, she thought, more training on discipline issues would be beneficial. HOYs were not questioned about any accredited professional development courses they were undertaking outside school, (too intrusive in the context of insider research), although the researcher was aware of some.

Dunham (1995) sees training as essential for middle managers yet all the HOYs claimed to have received little or none. Sometimes a new pastoral

manager may be sent on a course with little relevance but the school will have logged the provision of training. The principal's view that most training could be managed internally may be the only solution as a brief survey of the ELB, Professional Development Course listings for the last two academic years showed very little for pastoral staff as managers or leaders.

THE PASTORAL/ACADEMIC 'DIVIDE'

This was thought to be a valid question for all interviewees as its existence or otherwise recurs as a theme in the literature (Doherty, 1981; Screeny, 1986; Lodge, 1999; NAPCE, 2000), and it was thought to impinge directly on the effectiveness of both pastoral roles *and* the pastoral/behavioural system. It could be argued that this theme is crucial to perceptions from all sides of what HOYs *should* be doing to implement the policy.

Three of the year heads believed that the pastoral/academic divide either no longer existed or was an irrelevance. One mentioning that it might be more prevalent in a grammar school, (the research was conducted in a non-selective secondary school), stressed the HOYs' overview, acknowledged the past 'separation' of pastoral and academic, and stated that this was "now evolving, and quite rightly so" (11,B). One year head, although feeling that a HOY did have a reasonable role in the academic progress of the pupil, which the positive behavioural policy emphasised, suggested that the pastoral/academic divide was "very true". However, commenting on the newly advertised VP posts within the school (Summer 2003), one academic and one pastoral, she did not see how the VP role could be split "at that level" (11,C).

Another year head, whilst expressing the view that year heads "are responsible for the whole child – spiritually, academically and socially", suggested that it was a HOD's role to achieve academic success for the pupils, yet dismissed the pastoral/academic divide concept (11,E). In

contrast one felt that there *was* a clear divide and that other staff, aware of the "unpleasant nature (of the year head role)...stay clear of it" (11,A). In the survey (Q27c, Appendix 9), one class tutor's heartfelt comment about applying for such a role was, "Not if my life depended on it". Ten of the class tutors ticked "no definitely not" or "probably not", yet it is from this pool that applications need to come. All HOYs rejected the idea of being *lower* than 'academic' post holders, and indeed, since two were also HODs, that is not surprising. One however indicated the remuneration disparity of five HODs having two management points for their duties whereas HOYs each have only one (11,B).

Senior managers endorsed the more positive views of the year head roles in their emphasis on the whole child and overviews, target-setting and monitoring of progress, both 'academic' and 'overall progress' as part of the positive behaviour policy (11,X&Y). The principal suggested that HODs and HOYs could meet termly, to discuss progress of classes and individuals, citing the example of the SENCO's cross curricular meetings for particular classes. Lodge (1999, pg.13) feels that the role can be considered in "how it provides a strong contrast to the approach of the TTA's *Standards*". The two versions of the HOY job description, examined in this case study to see if they reflected the *actual* role, resulted in findings which suggested that this divide was no longer relevant. Rather than *contrasting the standards*, the NAPCE's (2000) document clearly compares them for pastoral versus subject leaders, showing the paucity, as was indicated in the literature review, of the so-called pastoral/curricular divide. The Key Stage Tutors and principal were emphatic that it no longer existed (11,Y). By emphasising the many direct parallels in the standards laid down, and highlighting the overlapping nature of the subject and pastoral leader roles, this document shows the pastoral role in all its fullness. The findings from the current research bear this out and this would have implications for the future of HOY roles also.

While no senior manager suggested an enhanced HOY role (Reading, 1999; Harper and Barry, 1999), co-ordinating the whole year curriculum, as the post-16 co-ordinator does, the principal perhaps came closest to this. She saw the HOY role now as integrating the pastoral and the academic, asserting that the pastoral "underpins the academic learning" for example, in tracking pupil progress and target-setting. It was a "suitable promotion for anyone" and was "concerned with the nuts and bolts of curriculum and assessment" and in "getting to know as many children as possible". She clarified that the heads of key stages, the HOY line managers, were *not* pastoral roles, but were "specifically about improving pupils' performance". She further explained that both new VP roles would have considerable overlap having been described as 'pastoral' and 'academic' when advertised (June 2003) purely for administrative convenience and focus.

The post-16 co-ordinator was another voice against the idea of a pastoral/ academic divide. She felt that year heads needed to be made aware of problems by teachers and HODs so there was an academic dimension. She strongly favoured HODs having a role regarding discipline in their own departments. This was endorsed by two HODs who favoured dealing with minor incidents 'in house', using the buddy system for time-out so that, as one stated, "the smooth running of *all* departments feeds into the smooth running of the school" (11,s). The principal felt that the buddy system was only suitable for low-level issues, because year heads, in the context of the policy, needed the overview to increase effectiveness.

One HOD was initially surprised by the wording of the new version of the HOY job description. She saw the HOY role as concerning pastoral and discipline rather than the academic. Commenting on the phrase; "*To raise academic achievement*" (Appendix 6) she felt that this would necessitate regular meetings with HODs and indeed subject teachers. She had seen HOYs' 'academic' role as minimal, seeing as 'pastoral' also the presentation of certificates and gathering information on the *whole* child, looking at attendance and homework, "the well being of the whole child" (11,s).

Suggesting that every teacher should be looking at "the pastoral, the academic and discipline", she asked:

> How can you teach and teach well... and love
> and care for the pupils and not be concerned
> about all three?...You just can't separate.

Another HOD, felt that the Year Head role in academic progress was indirect, in that if one child was disruptive that affected others' learning. Then dissatisfied with this answer, she concluded, "I would tend not to box things" (11,t).

The principal surmised that if there was a persistent discipline problem with *one* teacher then it was the HOD role to help, as she felt that HOYs dealt more with pupils. Two year heads, in such circumstances (Q5k, Appendix 7), preferred to deal with the child, the "symptoms" as one put it, through the behavioural policy (eg.11,D). HODs felt that a HOY could approach them with such a difficulty (eg.11,t), which suggests HODs acknowledging the HOY role in the academic sphere. Both groups however felt it was very difficult, as it impinged on another teacher's professionalism.

Whilst all five HOYs saw their role as supportive of teachers they emphasised that it was primarily supportive of pupils, thereby negating somewhat Screeny's older findings (1986, abstract, pg.1) about pastoral roles being primarily punishment oriented (eg11,A). In emphasising their enjoyment in encouraging pupils and in expressing frustrations at lack of time to see more pupils, they illustrated that the role was about facilitating learning, rather than "control" (Screeny, ibid).

The finding that the pastoral/academic divide no longer exists (nor is endorsed by the top in this school) was not surprising, as it in the *secondary* sector (not a grammar school) within the selective system in Northern Ireland. Such divides seem apparent in the older literature in the context of comprehensives, caused as a result of school amalgamations, such as Rivendell and Revelstone (Ribbins, 1989, pg.169). The principal confirmed

that both versions of the job description for year heads emphasised their role in taking an overview of the academic progress of their year group. *They* had the overview rather than the HODs she said, explaining that the newer version was a re-working, to clarify that aspect.

Staff views about the existence or otherwise of a pastoral/academic divide are important in the context of the year head role regarding the positive behavioural policy because they show staff not interpreting this as a narrow "discipline" policy with the HOYs as enforcers. This links into the raison d'être of the policy, senior managers stressed, in underpinning the learning and teaching.

MIDDLE MANAGERS/LEADERS

For this section in particular, relating the findings specifically to the implementation of the positive behavioural policy proved more difficult even though HOYs, for example, were not asked about the tutorial programmes, a major aspect of their roles. However when findings emerged regarding managing and leading they are related to the day-to-day work of the heads of year which inevitably applies to this policy, their main tool.

Two HOYs expressed the view, that there was absolutely no sense of being 'in-charge' of a year group, as discussed earlier under role ambiguity. Rather than a manager, one felt more like a "class tutors' tutor" (11,D). Since both of these experienced year heads were observed in meetings and around the school, consulting colleagues and operating truly as, or so the researcher supposed, middle or line *managers* to their teams, and seemingly *managing* their year group, such perceptions gleaned from the workings of the 'enacted role' can be deceptive and in need of triangulation, to uncover the 'subjective role'. Nine class tutors in the survey were doubtful of the HOYs' supposed 'line manager' role yet in meetings etc *seemed* to accept them as line or middle managers and treated them as such. The researcher

could ascertain no differences in how these two year heads operated, as 'managers' of the policy, as compared with the other HOYs. Therefore the only difference appeared to be that their expectations of the role were differently interpreted or perceived by themselves. The other three did not mention specific feelings of 'not being in-charge'.

Interestingly, only two class tutors surveyed viewed their HOY as having a line manager role in the context of tutors' work with regard to the policy. However, with six of the nine mentioned above indicating 'not sure' this may suggest a lack of familiarity with this concept.

Just as Bennett asked (1995, pg.109) who the junior managers are, if HODs and HOYs are "middle", it was apparent that the HOYs interviewed saw themselves on a par with HODs, and were seen as such by HODs and also by senior managers. The interviewed HODs implied it was an equal value role to their own. However, four year heads interviewed, stated that the middle management aspect of the role was actually in name only (eg.11,B). Consequently, this links with the finding about their non-acceptance of a training role, reported earlier. Three of the year heads were quite uncomfortable about these sorts of terms and did *not feel* like managers (11,A,C&D). Another (ie the fourth) who did not view herself as manager gave the cause as her restricted role, in still being a class tutor for a year. This would seem to parallel Bennett et al's more recent findings (2003b) from a literature review, that HODs did not see themselves as managers or leaders, confirmed by Busher (2005, pg.148).

One HOY rejected adamantly the concept of "line manager" as "not appropriate to the reality" (11,C). Busher (1992, pg.28) felt that such terms were indeed inappropriate because teachers have more than one area of accountability, as explained in Chapter 2. Such language, culled from business, does not fit well in education with many of the teachers interviewed or surveyed not fully understanding the 'line' concept, or rejecting it. Accepting it would mean that every class tutor had at least two

line managers, a HOY and one (at least) HOD. This is perhaps part of the problem of 'middle' management in schools.

One head in Howard's (1988, pg.221) research, saw *all* teachers as middle managers, which presents an interesting adjunct to Bennett's (1995, pg109) question. The feeling of the present researcher, that all 'unpromoted' teachers are junior managers in that they manage classrooms, pupils, curriculum and sometimes assistants, was clarified when the results of the class tutor survey showed fairly clearly that their responsibilities, though unlisted, were at least at junior management level.

The principal asserted she was anxious to enhance the role of middle managers, seeing HOYs as such, and stated they would have two promotion points if the school were larger. They did have a role in decision-making, she said, indicating that because all meetings are minuted and reported back and she meets the KS tutors weekly, she is aware of any concerns. A key stage tutor thought joint middle manager meetings, (HODs and HOYs) would be a good idea, in order to emphasise *positive* behaviour but three HOYs were wary of more meetings (eg.11,B).

While the HOYs emphasised being part of a year team stressing the idea of a team of professionals (eg.11,C), it emerged that half (6) of the class tutors surveyed did *not* in fact feel part of a team. (This had tentatively been uncovered previously in the Initial Study (Gordon, 2002). Two mentioned isolation. Statements included:

> "We work in our own wee space...it's not
> like a departmental team."
> "We rarely work as a team. We rarely
> see each other."

One who did feel part of a team nevertheless wrote, "Not much contact with fellow class tutors." Most felt however that they worked closely with their year head, perhaps seeing that arrangement as the team, and possibly with regard to the behaviour policy, that was all there was time for.

An incident occurred, reported to the researcher, of class tutors at one year level having been very annoyed at how a third opportunity for parents who missed parents meetings had turned out. The year head had sent the key stage tutor away, when she joined the meeting for a time, so that *her* team could voice their frustrations in private. The HOY afterwards apologised to her line manager but felt that it was imperative that the teachers had the opportunity to sound off. This looks like a perceptive and intuitive move and an excellent example of good middle leadership. In the context of the policy implementation, and more broadly, the HOY was letting her team see that she valued their views and expectations as legitimate (Burnham,1975), whilst treating them as fellow professionals.

The principal stated, "You have to be confident in your appointments" and said she expected that managers would not just to do the jobs operationally but that they would also be strategic and take responsibility. A KS tutor, described how HOYs were currently forced to operate:

> Putting out wee fires rather than having an
> overall strategy that fires should *not* break out.

She emphasised that building up the year group and year feeling was a corollary to this (11,Y). Both these findings seem to suggest role expectations from above to HOYs *as* middle managers.

Senior pastoral managers emphasised that their year heads were middle managers (equivalent to HODs) and were consulted as such (11,X&Y). Although observations of three year assemblies showed year heads exhibiting leadership and promoting year feeling, or "year group spirit" (Monahan,1998, pg.18), the expectation of building this with the children, and seeing the role as much more than disciplinary, contrasts with the actual daily cumulative reality of implementation (egs.11,C&D).

There was no evidence gathered that suggested that HOYs were familiar with, or desired, enhanced management roles, of the cross curriculum co-ordinator type, as described in the pastoral care literature (Lodge, 1999;

Harper and Barry,1999; Reading, 1999). However, in spite of evidence that the year heads did want to make the role (Hall, 1997), and be more than simply reactive, "agents of punishment" (Clemett and Pearce, 1986, pg.55), it was obvious that they did not currently have time to fulfil such broadened roles (Appendix 11). Perhaps they would view them as an overload (Apple, 1988, pg.105). Nevertheless two spoke of the "whole child" (11,D&E), and all disliked the role's emphasis on "fire-fighting" (eg.11,D). All senior and middle managers spoke of the year heads' overview. In order to emphasise the *positive* aspect of the policy this would seem to be a prerequisite.

All four senior managers interviewed, seeing their own management styles as collegial and consultative, (one called it a "We're all in this together" style), suggests professionals working together to reinforce positive behaviour (11,X&Y). Nevertheless, there was no real evidence uncovered that middle managers, in the context of the pastoral system, had leadership *distributed* to them so that they in turn could distribute it (Gold et al, 2002).

Although the principal mentioned transformative leadership, she added, "There is no doubt about accountability", suggesting it was underpinned by the Dominican ethos, and asserting that all managers must follow up things because pupils could lose out. This suggests middle and other managers needing to *manage* and indeed monitor (Wise, 2001). It links back to the principal's expectation about them being strategic, which would have implications for how HOYs manage the policy. However, noting Bush's (undated, pg.1) view that managing is not enough and that managers need to lead, the onus is surely on the SMT or principal of any school to ensure this is happening. McInerney (2003, pg. 70) advocates "Democratization of leadership..." rather than "exercising bureaucratic control over others". One could argue that accountability for those in the middle, unaccompanied by distributed or shared power and authority, is unlikely to work. Therefore, leadership style, as Busher and Harris assert (1999), is indeed crucial because the leader's ethos imbues all.

One middle manager (not a year head) concluded that there should be some focus by year heads on the curriculum, in terms of computerised monitoring of marks and liaising with the senior manager responsible for monitoring and evaluation, which would greatly improve positive behaviour. She also believed that class tutors should have at least one full day of training from their year heads, and suggested that this training was a middle management role (11,q).

Some surprising contradictions arose for example, one year head whilst not feeling like a manager, nevertheless felt that she was consulted and had an influence on school policy. Since, in the school that year, the SMT had been opened up to applications from anyone holding two or more management points and this dual post holder had availed of the opportunity, then it is likely that she did have an influence. Senior managers welcomed this new input (eg.11,X). Perhaps this enhancement of the SMT, even for short periods of time, is an embryo attempt at distributed leadership (Crawford, 2003; Harris, 2002; Woods et al, 2003) within the school, since successful applicants become full contributing members, for their period of service. The principal explained that she wanted "to bring people on board". The year head who had served on the SMT felt that *they* were the only fully informed group in the school. This comment reveals that information is not freely cascading down the hierarchical layers of management.

As Storey indicates (2003, pg.11), the "boundaries of responsibility" turned out to be one of the critical issues to emerge regarding shared or distributed leadership. This links back to problems at the interfaces between roles, discussed in Chapter 2, and raises issues of autonomy and trust. This boundary issue will be crucial when the implementation of the positive behaviour policy is being scrutinised and perhaps modified. Harris's (2002) emphasis on seeing if distributed leadership actually does contribute to improvement in schools, affecting the teaching and learning, could enhance the analysis only where there is firm evidence of distributed leadership, and that has not been the case here.

The problem in a smaller school, where many middle leader posts only attract one management point so many managers hold two disparate roles, as well as the teacher role, was noted earlier under role conflict. This would seem to be an extra difficulty, unique to middle managers. It is not dealt with much in the literature, where the focus is either on academic middle leaders (Wise and Bush, 1999) or on pastoral leaders (Lodge, 1999; Monahan, 1998), fulfilling these individual roles, whilst being full-time teachers. The consequences for the implementation of a positive behaviour policy, with role incumbents having diverse roles, suggests they would need more assistance from above, (and time) to fulfil expectations. Presumably it is more difficult to be HOY and HOD simultaneously than a cross-curricular co-ordinator for any year.

Leask and Tyrell's (1997) recommendation of time for structured critical reflection is just not a possibility in the circumstances of the overload of the year head role. One busy year head, as reported earlier, looked on the research interview as such an opportunity. Yet, reflection would seem to be vital both to think about one's own expectations and to increase effectiveness as a middle leader. Without opportunities for reflection, surely the job can only be reactive.

TRUST, AUTONOMY AND PROFESSIONALISM

Four year heads interviewed, stated that they had, in addition to the lack of training and severe time constraints, very little autonomy (egs.11,A&B). Several gave examples (critical incidents) of being undermined and/or not consulted in situations which concerned their year. Two, as discussed earlier, felt there was no sense of being 'in-charge' of the year group (11,A&D). One year head had been in place for four years, and revealed that the situation regarding autonomy had changed markedly when the role of the pastoral line managers had changed, and regular instructions to a full set of year heads descended from the SMT. This would coincide with the

introduction of the positive behaviour policy, of which however, this HOY was very much in favour. Minutes of three Key Stage meetings not observed showed clear line management of the HOYs and in fact the class tutors through them.

The HOYs' perceived lack of autonomy, would seem to grow out of the ambiguity of the role. Such role ambiguity, Wise (1999, pg.42) notes, is a recognised cause of stress and all five year heads interviewed mentioned stress or frustration (eg.11,B). Whether loss or lack of autonomy, this was connected by three year heads to a lack of trust from above, (or not being valued) not necessarily from their immediate line manager (eg.11,C). One asserted she was "trusted by her team and by her line manager, but not above" (11,B).

Observations of HOY meetings suggested that because agendas are fed down from above (eg.12,a) and because a line manager attends parts of some meetings, there *is* less autonomy for the HOYs than if this were not the case (eg.12,g&h). Departmental meetings, for example, are taken only by the relevant HOD. Within the limits of this autonomy however, HOYs were observed in meetings as the year progressed, offering to ring home for example, for a tutor who had too many pupils to follow up for absenteeism. One offering, "A different voice on the phone", had several tutors immediately avail of this help (12,f).

The role's daily reality is built on trust; and the expectations which are 'sent' to the year heads by the class tutors (their teams), their fellow professionals, seem to be fulfilled. This suggests a build-up of trust between fellow professionals with whom they communicate daily, about behaviour. Without exception, all the year heads interviewed felt trusted by their teams and held them in high regard. "I'm trusted by my colleagues ie my team" (11,A), stated one HOY.

The finding that at least three year heads did not feel like managers ties in with the perceived lack of autonomy. Four felt it was not an autonomous role now (eg.11,D). It was notable that *no* year heads monitored their class tutors, thereby respecting their autonomy or professionalism. It was clear that they were not 'opting out' of monitoring because of lack of time, using 'respecting professional autonomy' (Bennett et al 2003b) as an excuse, given their own views on trust and autonomy. In Wise (2001), academic middle managers' acknowledgement that they *should* be monitoring their teams is strikingly different. Each year head emphasised that trust was an important way of working for them (eg.11,B). However the policy requirement for detailed paperwork, handed on at every referral level might suggest to class tutors that they were being monitored. Wise et al (2003, pg.3) uncovered a perception of "minimalist monitoring" in their recent research on academic middle managers, but in the current research, it would appear that the monitoring is perceived as coming from further up the hierarchy.

Significantly, one HOY who felt trusted from above, nevertheless thought she would be "checked up on" (11,D). Bennett et al (2003b, pg.6) noted that for academic middle leaders, there was a move, "to replace trust with surveillance". The current research would suggest that pastoral leaders feel this also. Also year heads may feel doubly assaulted, ie less trusted and lacking autonomy in their teaching role, in tandem with the perception of this happening, in their pastoral roles.

In Bennett (1995), Barry Reynolds, a year head who was also a HOD, acknowledged that within his department, trust and collaboration were the norm but that this was not so achievable as a year head, when expecting people to acknowledge weaknesses (pg.127). By contrast, in the current study, trust and collaboration between all year heads and their individual tutors, were very much in evidence and mentioned in interviews and the survey (eg.11,D). All year heads mentioned trusting their own teams even though these teams change annually, at least in key stage three (Years 8-10). This two-way trust finding was triangulated by survey information.

Class tutors were not asked directly about trust but found their year heads 'supportive', one stating, "Year head – very supportive and efficient". Examples of good management, (but perhaps not seen as 'management' by the class tutors), by their respective year heads were revealed in the survey by critical incidents to do with behaviour. These illustrated the trust class tutors put in them. This contrasts with the perception of three HOYs about not feeling particularly trusted from above (11,A-C). Rather, HOYs viewed instructions from above almost as unnecessary intrusions into their year head autonomy, and an indication of lack of trust. By contrast, the needs of their team of class tutors, trusted colleagues, were acted upon (eg.11,B).

Other middle managers trusted year heads, as fellow professional middle leaders, in a suggested behavioural scenario, (Appendix 1, Q16) to indicate a problem with a teacher in their department regarding a class or child. While they all (including all five HOYs), thought it a *very* sensitive issue, none questioned the year head's right to raise it (egs.11,A,p&t).

Both senior pastoral managers stated that they would not undermine a year head but would sometimes advise on a different course of action. They each stated that they valued and trusted their HOYs. One KS tutor claimed that she would give people their right to make decisions and would be supportive but would not dictate, "you should do it like this" because she trusted their implementation of the policy. "They are professional people and are accountable obviously." She added that she "would not look over their shoulder" just as she "would not expect anyone to look over mine" (11,Y). However, Bennett et al's (2003b, pg.6) and Morris's (2001, pg.26) references to "surveillance" and "scrutiny" would suggest that this is changing. It is clear that there *was* monitoring coming from above, with one KS Tutor speaking of "targets" to "supervise...the team" (11,Y).

The principal stated that only rarely would she overrule an appointed year head. She would give the rationale and see them about it. "We all make mistakes. Everyone handles things differently." She suggested relationships

may break down. "Perhaps they would need a fresh face." She would be anxious not to undermine a class tutor or HOY. "You trust your judgement and try to appoint good people."

The lack of trust and autonomy findings from HOY interviews discussed above suggest that HOYs felt that theirs was a tightly monitored role, as Bennett et al (2003b) reported for HODs. This perceived lack of trust from above, links with their reported communication difficulties. These findings would seem to verify Schmidt's (2000, pg.832) point, made in the context of HODs and raised earlier under role ambiguity, about the shock of having to follow an "agenda" which is not one's own. This is where the concerns of the HOYs lay also, and one former incumbent had consequently happily given up the role, even whilst enjoying many other aspects of it.

Speaking of the autonomy of year heads, the principal said that they needed to be very careful that they knew the *parameters* (within which they could work), for example it was "not within their remit" to warn a pupil of suspension, but rather a "cooling-off period". Year heads can take responsibility for something if they "provide a clear rationale" and she will support them, providing they follow procedures.

The lack of autonomy finding was not totally unexpected as it had been mooted in interviews and conversations, and noted by Bennett et al (2003b) with regard to HODs. Claims for year head autonomy had appeared in much older literature (Marland, 1974). Perhaps this change is inevitable in these days of enhanced accountability and also happens, in bureaucratic organisations, as Bush describes (1995). Referring back to Bennett's queries about the direction of accountability (1999, pg.1), originally couched to suit academic middle managers, it was interesting to note the loyalty to, and feelings of accountability to their teams, expressed by the year heads interviewed. Hence the extreme frustration from HOYs when undermined, as revealed in some critical incidents.

The principal's suggestion about seeking out CPD for oneself could be interpreted as recognition of the autonomy of the fellow professional, because taking responsibility for one's own professional development is an essential part of being a professional. Many participants in this research are currently fulfilling this criterion or have done so in the past.

The SENCO was very clear about trusting others and would absolutely "never check up on people". She said she "works with people and values them" adding, "80% of the time you will not be disappointed". She categorically stated that she was "not responsible for the work of others" as "they are professionals" (11,X).

Year heads mentioned casually in conversation (Field notes) their view that top managers exercise discretion and use flexibility but HOYs are not permitted to, because consistency is preached. This mismatch links with lack of autonomy and trust in the implementation of the policy and reflects on senior managers' sending of the year head role and *their* expectations. Year heads perceived a lack of trust in their decisions and actions in relation to the policy, scrutiny and at times undermining from above. Their line managers on the other hand, in emphasising that they did not work in this way and "would not dictate" (11,Y), showed trust in the HOYs.

Bottery (2003) picks up and develops some of the issues raised by Morris (2001) about trust. The situation for the year heads of accountability without autonomy (viewed as lack of trust) seems a curious arrangement perhaps swinging the pendulum too much from the situation described in Marland (1974). Interestingly, principals, in McInerney's paper (2003, pg. 66) have similar worries about their own roles.

Making people feel valued (Howard, 1988, pg.259) seems to be crucial. Valuing encompasses trust and presumably autonomy as well. Hargreaves' recent work (2002, abstract) on emotional geographies explains that teachers working together "value appreciation and acknowledgement as well as

personal support and acceptance..." This would tend to bear out what has been revealed in the study. All HOYs felt appreciated by their colleagues ie teams, which seemed to enable them to fulfil their roles daily, in spite of a reported perceived lack of appreciation from the upper hierarchy. Need for appreciation connects with the lack of trust findings. However, both line managers of the year heads expressed extreme satisfaction with the job their year heads were doing in relation to the positive behaviour policy so this perception may be a product of a loss of autonomy or a perceived loss (11,Y).

Morris (2001) focuses on trust as the key to improving low morale. However, as Bottery points out "Trust is a two way process" (2003, pg.260). The "corrosive" effect of mistrust is described by MacBeath (2005, pg.353). There were no specific findings on morale and it was not asked about directly, but the earlier findings on stress coupled with those on the perceived lack of trust/autonomy could impact on it (eg.11,C).

If professionalism is going to be defined as fulfilling primarily the 'core teaching tasks' one wonders where that will leave the types of key tasks middle leaders need to fulfil in terms of monitoring and evaluating pupils, running departments and/or, in the present study, having an overview of the work and behaviour of pupils. Morris (2001) highlights that poor pupil behaviour affects the profession's ability to attract and retain teachers. Perhaps trusting the professionalism of pastoral leaders (year heads) and giving them time (and autonomy) to develop and implement programmes, without having to be narrowly reactive, would help the situation in schools. The NAPCE (2000) document views such a merely reactive role as a diminution of what is required and most of those interviewed felt similarly (egs.11,B&Y).

CULTURE AND POWER (including POLITICS)

CULTURE AND ETHOS

The findings about the year heads' view that they were responsible for the whole child, including "spiritually", perhaps needs some expansion (11,E). The culture and ethos are likely to be different in a Catholic school ie a faith school and in particular a Dominican school, as the case study school is. The caring culture is emphasised and reinforced in year and key stage assemblies with their collective acts of worship and prayer, in para-liturgies and school masses and in the beginning of every class with a prayer. Catholic schools see themselves as families and as communities (Sergiovanni, 1994).

The assemblies, the year heads felt, had the added advantage of coalescing the year group although pupils attend with subject teachers, not class tutors (eg.11,B). Senior managers valued them (11,X&Y). One middle manager said the short assemblies were important to give children feedback about school events and for prizes at their own level, emphasising the positives (11,s). They were not related to discipline, she felt, but for developing group feeling, whereas two others commented that the assemblies were ineffective with everyone standing (11,p&r).

One year head thought the school did not uphold a Dominican ethos as there was no real respect for the teachers who were "not valued" and suggested that the core values and ethos were about "image and public perception" (11,B). Two asked if the interviewer wished to know how it *was* or how it should be (11,A&C). The final two HOYs felt however that the school tried to uphold a caring ethos, one feeling that, in the context of the positive behaviour policy, while striving towards it, "we do not always make it" (11,D).

The principal believed that all children were treated similarly, with inclusiveness. "We try to support each child, not cast them aside." She

emphasised that the Behavioural Policy, like the Drugs Policy, was not about moving a child *out* but following a stepped approach. In her three years in the school, "...not one pupil had been excluded", to the staff's credit. "Other schools go quickly to exclusion" she stated, contrasting that with the Dominican ethos.

Whilst all senior managers (11,X&Y) felt that the school upheld this ethos in the context of the positive behavioural policy, six class tutors were more negative about it and some genuinely did not know what it was. Opinions varied, and some, in the context of a Dominican school, were surprising:

> "Pupils are treated fairly and given guidance if the need arises."
> "I don't think the 'Dominican ethos' has any relevance in the everyday running of the school."
> "No experience of this ethos...it doesn't mean anything to me."
> "Only in theory."
> "No idea."
> "A public relations exercise."

The principal felt that the culture of the school allowed teachers to acknowledge weaknesses in their dealings with pupils and that they could ask for support. All senior managers interviewed, agreed (eg.11,X). However one middle manager felt that it did not:

> The culture of this school does *not* allow teachers to acknowledge difficulties with pupils or classes. Teachers should have mentors on the staff whom they would choose ourselves (11,q).

A HOD thought there was an unwritten rule:

> ...a successful teacher keeps the class quiet, which is not necessarily the case. This culture is in every school and it is wrong (11,t).

A third interviewee stated that discussion of the behavioural policy was necessary:

> If we had a more common vision among the staff,
> it would be apparent to the children ...(11,r).

Interestingly, one HOY thought the school's culture "...actually highlights teachers' weaknesses in dealing with various pupils" (11,A) and two other HOYs felt it was not conducive to acknowledging difficulties (11,B&C).

It could be argued that the implementation of behavioural policy was and is an attempt to modify the culture of the case study school. For pupils, it is designed to show cause and effect. Late marks and bad marks result in detention but good behaviour brings rewards. Parents are involved, and all pupils were consulted initially. Because, theoretically, every teacher applies it equally, it is seen as fair. Year heads and class tutors share the implementation of the policy and were consulted about it, although some reservations exist (11,B).

The rituals of year assemblies, certificates for full attendance and improvement, praise and prizes, are on-going, enhancing a culture of lauding achievement. Cubillo and Brown (2003) note the sense of mission in a faith school and both the caring atmosphere and sense of purpose in *this* school, in the course of this research, were apparent. Undoubtedly HOYs care about and value their pupils, as they do their teams of tutors, sharing a vision (Day, 1995, pg.116), whether a Dominican vision (Dominican Sisters 2001, pg.4), or not. The nurturing ethos of the school ensures that each pupil feels cared for and is encouraged to give of her best. Four HOYs do not feel nurtured or valued themselves, which hinders their effectiveness in terms of implementing their vision (Day, 1995). One feels valued at times, "I have received praise from the VP..." (11,E).

The underlying impression gained of the culture of the school, at the time of the Initial Study (Gordon, 2002), was of class tutors dealing with most discipline issues. Most directives and staffroom notices, then, required

action by class tutors. It has been noticeable over the main research year (2002-2003), from the daily briefings and the survey, and from staffroom comment, that more now seems directed to year heads also. Because of full teaching timetables, this culture is resented and to some extent, resisted.

Most tutors get very annoyed with referrals which return, and half were unhappy with the feedback, one stating "Very little feedback is given". Year heads get overwhelmed by the number of incident and concern forms, or individuals, sent, including some informal verbal referrals when they must produce paperwork to implement the policy (eg.11,A). Frost et al (1991, pg.8) note ambiguity within organisational cultures, shown by inconsistencies. Gold et al (2002) suggest promoting a culture of collaboration and sharing tasks within the school community. This perhaps is the underlying plea from many of the participants in this research.

Year heads receive and process a mountain of instructions as well as prevailing expectations of their role, from every direction (eg.11,D). One noted being expected "to deal more with some situations than others" (11,A). The fact that they manage this, mostly successfully, with commendable sang froid, is a testament to their resilience and unflappability.

POWER (& POLITICS)

Data on power in this research were gleaned more indirectly than perhaps findings on other aspects of the research. Those in power at the top of a school are also burdened with accountabilities to others. Ascertaining how the power flows and who shares in it is a subtle undertaking. Questions about leadership style to senior managers, as well as those on autonomy, trust, accountability, effectiveness and various aspects of communication served to uncover power issues.

In terms of expectations of role, the positional power of the senior management in the hierarchy of the referral system, means that the year heads cannot simply disregard as illegitimate (Burnham, 1975), the expectations coming from above. Their requests and expectations cannot be ignored any more than can the short notice information requests from outside agencies, mentioned by one HOY (11,D). Whilst acknowledging how busy HOYs are, senior managers do not see a conflict in the varying demands (for example from below) made on the year heads by the behavioural system, when compounded by the intense demands on them simply as teachers (11,Y).

Positionally, year heads are seen by SMT as middle managers and as leaders of teams. The fact that four do not actually see themselves as 'managers' has already been revealed (eg.11,A). Their perceived lack of autonomy in their HOY roles also suggests that they feel relatively powerless. The pleas for 'consistency' from above in the implementation of the policy, from many class tutors and year heads suggests that they feel undermined (eg.11,B). This came out strongly in written and verbal confidential critical incident data.

The dominant position of the HOYs as described in Busher's thesis (1992, pgs.222-223) and mentioned by Marland (1974), was not at all discernible in this case study. The lack of devolved power uncovered in the year head role was somewhat surprising after reading the job description. That none felt a training role was required of them could be put down to a sheer lack of time, but it was not even a role expectation, (and neither was monitoring), in spite of the job description's wording (Appendix 6&11,Y).

A possible way of gaining power for anyone holding two or more promotion points in the school is serving on the SMT, on a rotational basis, indicated in the principal's interview, as part of the school's broadening out of management and as an opportunity for professional development. At least

four middle managers had already availed of this during the research year, (2002-2003), but those HOYs who occupy *only* this role could not do so.

The principal felt that the decision-making process in school was collegial giving the examples of the ten-period day voted against by teachers, and the consultation about changes in reports. "Imposing" was not "a particularly helpful style of management" she felt, mentioning transformational leadership. Other senior managers saw their styles as "collegial" and "approachable", each of which suggests a sharing of power, and felt HOYs *had* a role in the school decision process (11,X,&Y). "They are listened to and have an important role to play," one KS Tutor remarked (11,Y).

The principal ensures that the year heads are kept in the information loop by "filling the gap". Because, she stated, the key stage tutors now have their team meetings prior to the year meetings, any decisions or proposals at senior pastoral meetings with the principal could be "fed down" to the year heads. One HOY referred to this (11,D). She had made that change so information did go down to HOYs effectively.

No one was questioned specifically about 'micro politics', yet all were comfortable answering questions (related to power) about being in or out of the 'loop', or using the 'grapevine'. All HOYs (Q10c&d Appendix 7) felt they were out of the information loop at times with one astutely commenting that there were "lots of loops" (11,A). Four year heads said they also relied on the grapevine, in relation to the policy (eg.11,C). One felt that "class tutors were more in the know" (11,A) as were the pupils, but another felt that class tutors were "not in it at all", commenting that the "SMT are in the loop totally and *know* what is going on" (11,D).

The tenor of the replies from the survey, as well as the year head interviews reveal that neither class tutors nor year heads felt they had power, within their own roles. Only two HOYs felt they influenced decision-making (11,D&E). One of two year heads who did not feel in control of their year,

discussed previously, illustrates this lack of power particularly, not feeling "consulted" and stating that "it does not make a difference what I think" (11,A). Another HOY felt that she was "kept *out* of the information loop from the top" (11,B).

Department heads were not asked about power, since the focus was their perceptions of the year head role concerning the behavioural policy, but with those interviewed seeing year heads as middle managers like themselves, it may suggest that HODs were more comfortable with their roles. One HOD pointed out that the principal always chaired the HOD meetings, but not the pastoral meetings, giving a perception of "a difference in status" she felt (11,p). One HOY, wanting a major change in the role from delivering "directives" to her team, stated "I feel very strongly about empowerment...management is getting too top heavy again" (11,B).

Control or power is perceived as being held at the top, especially by tutors and HOYs who appear not to view that as justified, possibly because they see it as control of their roles rather than a function of management. HOYs' comments on "frantic activity" and "interruptions" (11,B&D), the one above on directives, and another who felt the role was now mostly "carrying out instructions from above" (11,C) mesh in with a senior manager's image of a "cascade" (11,Y) and the principal's mention of "parameters". Howard (1988, pg.42) talks of middle management "whose function is to expedite the decisions or policies of the headmaster(*sic*) (or management team)". Year heads, in the role of pastoral middle managers, are having to do this but, as professionals, have their own notions of how to fulfil the role. Having just *been* class tutors, they have clear expectations of the three aspects of the HOY role, (as described by Doherty, 1981 pg. 271), particularly in the context of behavioural issues, and try to fulfil these.

Hales' (2001, pg.36) description of managers unable to establish authority because they try to overcome resistance through power over subordinates, rather than encouraging co-operation, could apply perhaps to this school.

Consequently this would greatly limit effectiveness of co-operation in any team, with this kind of authority not being seen as legitimate in the minds of the subordinates. This seems to be the interpretation which emerges from the HOY data with four feeling powerless (eg.11,C) and describing school decision making as overwhelmingly hierarchical (eg.11,D). This is reminiscent of the situation under the 'old head' in Busher and Barker's paper (2001) where they point up the inevitable unequal distribution of power in hierarchical organisations.

Marland's (1974, pg.76) "Tutor subordinate position", where tutors see themselves merely as "register checkers", came up in the context of data from at least one class tutor, who effectively wished for that, and indeed 'subordinate', seems to be the perceived position of some class tutors and most of the year heads (eg.11,A). Whilst *all* year heads clarified that they did not feel like servants of the HODs (Doherty, 1981, pg.271), they feel that they lack authority and autonomy and are themselves controlled, much as the pupils supposedly are. This view is often expressed in staffroom groupings and arose in some HOY interviews (eg.11,C). An examination of the role sets of HOYs (eg.11,A) confirmed that their sphere of influence has shrunk from that mentioned by Allder (1992) and Busher (1992).

The paper by Gold and Evans (2002) reveals an interesting insight as to why many middle leaders do not seek further advancement in schools. Firstly they found role confusion (or conflict) in some teachers having to take on multiple roles, like the HOYs who were also HODs in this case study. They felt that perhaps the "middleness" (pg.2) of the role added to the stress. They ask a pertinent question. "Do they find it stressful to have responsibility without power?" Here perhaps is the nub of the middle leader dilemma. Findings of experienced HOYs not feeling like managers, and giving examples of being undermined would suggest this very problem (eg.11,D). One of Gold and Evans' questionnaire respondents wrote, " – I have no authority" (pg.2). That is overall what the year heads were also reporting in the current research. Schmidt, discussing HODs (2000, pg.829), highlights

the demands inherent in the role (of HOD) itself and shows how their "intermediary position" illuminates "the power relationships of secondary schooling".

Gold and Evans' supposition, however, that middle managers are reluctant to seek further promotion because they perhaps "feel safer in that they *know* how to run classrooms and departments" (2002, pg.5), is not particularly borne out by the evidence in the case study school, where some pastoral middle managers have applied up and even out, to get away from middle management. Gold and Evans' survey revealed some comments such as "Initiative burn out" and "Drowning under initiatives" (2002, pg.6) which *they* interpret as cynicism and as difficult to reconcile with the current upbeat rhetoric about leadership and its importance.

Year heads seem to feel they are outside the decision-making power axis and overloaded with the type of intensified role discussed by Apple (1988). It could be suggested that they lack the necessary power to fulfil their roles meaningfully, and to their own satisfaction. Hence the uncovered, and to them unacceptable, gap between their 'enacted' and 'subjective' roles (Doherty, 1981).

True devolved leadership is not in evidence in the case study school, in the context of implementing the behaviour policy, yet senior managers interviewed, including the principal, emphasised participatory, inclusive and collegial leadership styles (11,X&Y). That is not what the year heads were experiencing, as revealed in critical incidents. These suggest that year heads did *not* have devolved power *or* authority, and therein lies the crux of the role perception problem, discussed in this thesis.

Another aspect of micro politics was exhibited when the researcher was asked by some middle manager interviewees, after posing various fairly innocuous questions, if the answer required was how they were *supposed* to be, or the reality (11,A&C). Such astuteness opened some potentially

interesting lines of inquiry which are unfortunately outside the scope of this research. Indeed, Noble and Pym (1989) question "why the micro politics of the situation are not readily acknowledged" because "the chief resource...the organization has to deploy is the trained judgement of its professional staff" (pg.37).

The turbulence and complexity, allowed for in an ambiguity perspective (Bush, 1995) can be clearly seen exhibited in the school. One year head spoke of "centrifugal force" and her comment that, "everything is spinning round and you can't get off – get out of the melee" (11,B), suggests turbulence, and harks back to Gold and Evans' (2002) survey comments. Ambiguities of role and lack of consistency in application emerged as themes in the current research.

The political perspective is in evidence in the unacknowledged power struggle between year heads and senior management. Wallace and Hall (1997, pg.87) feel that *one* perspective cannot capture what goes on and they see aspects of the cultural perspective in the political. Further consideration of the implications of this helps to "makes sense of the findings" (Denscombe, 1998, pg.234) for the culture and politics of the case study school seem inextricably linked. 'Politics' was evident in the replies of some senior managers to queries when they attempted to second guess what HOYs or tutors might have said, as a preamble to their own replies, particularly about effectiveness, feedback and time.

This power struggle between year heads and the more senior layers of management is visible regarding consistency of implementation of the policy coupled with the perception that a culture of accountability and tight control is being applied to the actions of year heads rather than, (year heads feel), to those of pupils and parents. So-called 'garbage can' solutions (Cohen and March, 1986) to problems were noticeable when year heads spoke of the layers above lacking consistency and giving in to parents (eg.11,B). The view from the top was that discretion had sometimes to be

used. This exercise of "a leader's zone of discretion" (Gronn, 1999, pg.111) however is perceived as negating the autonomy of the year heads to make decisions which they feel should be reinforced by the top. Their powerlessness and frustration at being overruled were obvious in the interviews where one wished for "more backing to enforce sanctions" and another felt a "lack of support and undermining from the top" (11,A&B). Whilst the principal felt she looked for people to "take responsibility for their decisions", this contrasts with the HOYs' perception of a need for more autonomy rather than more accountability. What has been uncovered in this research could be interpreted as power *not* being shared out.

CONCLUSION

In concluding this major chapter, there was obviously much more discovered than is detailed here as can be seen from the questions in the various instruments. Because of time and word constraints it was necessary to focus on data which could be analysed under the main themes. Overall, the themes which emerged most strongly were; role ambiguity apparently inherent in the pastoral middle manager role, (along with various ambiguities inherent in the system); ambiguities within roles and a lack of clarity in role definitions; also lack of training for the role and inadequate time to fulfil all its aspects. Other major themes were a lack of autonomy for the year heads; combined with a perceived lack of trust, (being trusted as a professional), in the context of the implementation of the behavioural policy. Also uncovered were; the irrelevance of the so-called pastoral/academic divide (even among those with differing views of the year head role); perceived problems with communications, and crucially, the desire of everyone involved in the research to see an improvement in the implementation of the policy.

The long currency of role theory shows its endurance so any critique needs to tread warily. The use of this filter in terms of understanding role and in

particular role ambiguity within and outside the year head role, has proved helpful in the research. No literature was uncovered applying it specifically to pastoral middle managers, yet the concept of 'role' is in frequent use in schools. Incumbents, far from seeing it as a strait-jacket, seem genuinely to relish the chance to enact the role in their own way. It was noticeable that the newly appointed HOY was most positive about it. This is of course tempered by the revelations in the data of how longer serving HOYs actually felt, in terms of lacking autonomy and power and feeling undermined. The dichotomy of views between senior managers and HOYs is apparent in the summary tables at the ends of Appendices 3 and 7.

Schmidt's paper (2000) shows that role theory deals well with issues of "uncertainty or unclear role definitions" (pg.830), but that it cannot capture the "emotionally aware view of the dynamics of human interaction", and suggests that the social interactionist view of role is more "multi-dimensional" which "makes room for the agency of individuals" (ibid). Nias (1989), quoted in Schmidt (2000, pg. 838) states, "Individuals attach symbolic meaning to other people's perspectives and create an identity out of what they think are others' perceptions" (pg.19). Handy speaks of "the sin of *selective perception*. We only perceive what we want to perceive" (1999, pg.78 original emphasis). Schmidt asserts, from an interpretive viewpoint, that "intermediary" roles have become increasingly "politicized" (pg.831), and later suggests that "role theory does not account well for difficulties that result from problems of power" (pg. 884). Possibly it is the "new managerialism" (McInerney, 2003, pg.66) in schools which is becoming the restraint around such role holders?

CHAPTER 5

CONCLUSIONS

The table below displays the findings, in terms of the 'answers' to the research questions although conclusive answers are elusive in this type of research. In reading these, the realisation dawns that there are further questions which need to be explored, and other aspects, like change, which would benefit from more research.

TABLE 5.1 ADDRESSING THE RESEARCH QUESTIONS

Research Questions	Findings
1. How do class tutors perceive/*send* the year head role in the context of the positive behaviour policy?	* Send the role in requests for help and advice and in comments in meetings * Consult and trust their year heads * Feel HOYs do a good job, in the context of the policy * Are aware of own and HOY's lack of time * Do not expect training from HOYs * Empathy between class tutors and HOYs
2. How do senior managers perceive/*send* the year head role?	* HOY immediate line managers send role expectations (also to class tutors) via key stage meetings, personal communications and sometimes visits to HOY meetings * Principal and VP utilise the daily briefings * They feel HOYs do a good job * They see no ambiguity in the HOY role * They do not perceive the severe time constraints, limiting the role to being only operational and not strategic
3. What are year heads' *own* perceptions of their role(s)? How do *they* interpret it in the context of the behavioural policy and of their role set?	* It used to be/should be more autonomous * Not trusted and sometimes undermined * Role conflicts, overload and ambiguity * Receiving a multiplicity of expectations * Own expectations, for some, of being 'in charge' of year, not fulfilled * No time and little training

4. How do middle managers 'outside' the pastoral system perceive the role of the year head?	* See the role as middle management, equal to their own * Feel HOYs have time to fulfil the role, sometimes more than HODs have * Feel part of the HOY role set * Some feel HOYs could raise the role's profile * All feel HOYs are successfully implementing the policy
5. How does anyone in the role set of a year head know what to do?	* Class tutors receive role expectations through daily briefings and year meetings. * They rely on experience or consult colleagues and their HOY for advice * Senior managers use own experience and training and consult each other, SMT and the principal. * They hold KS meetings and read minutes from all pastoral meetings. * They are aware of the expectations of other but value their powers of discretion

IMPLICATIONS AND RECOMMENDATIONS (FOR THE SCHOOL)

In light of the various analyses of these findings regarding the research questions, it is tentatively suggested that the perceptions uncovered regarding year head roles in the case study school need to alter significantly, if these hard working middle leaders are to be empowered to enhance pupil learning.

TRAINING (and TIME)

The study has revealed that year heads feel that the ambiguity in the role arises as a result of its being downgraded, as well as being an over managed role, within extremely tight time limits and with little relevant middle leader training available. Consequently, the need for training, together with time, is apparent in order to increase effectiveness, with middle leaders consulted about this (Dunham, 1995). The principal's view that people should seek out

training is valid providing opportunities arise and her offer to manage more training in-house would help.

Pastoral middle managers were aware that at times teachers and tutors perhaps were not utilising many strategies with difficult pupils before referral. Knowledge of the training needs of others is a key management insight (Wise, 2001), yet most year heads neither considered themselves middle managers nor had the training (or time) to train their colleagues. A shared leadership role that included training their teams may increase the HOY role's effectiveness, if introduced sensitively without causing resentment to fellow professionals.

Just as fire services spend much time on fire *prevention* (Chowdhury, 2000), so year heads could perhaps have time and further CPD to develop or acquire materials and skills to encourage aspects of year and school culture change, which could truly implement the *positive* behavioural policy. They already work on their year's tutorial programme so this could be a role enhancement, rather than an overload. The result could be true year leader roles (Lodge,1999). This would include developing HOYs to further help pupils to take responsibility for, and see the effects of behaviour on, their own learning, leading to "pupil empowerment" (Monaghan, 1998, pg.105).

DISTRIBUTED LEADERSHIP

Standing still in education equates to stagnation in a changing world. Schools are, Stoll et al (2001) note, "rigid institutions" (pg.206) which need help to change and move forward. Thus, in the school in question, change is needed to fully utilise the talents of the very able pastoral middle leaders. However, the type of change is critical. Already, alterations to the layers of management from September 2003, after the main research period, are having an impact which is not entirely positive due to time and trust constraints, but this research suggests perhaps the necessity of fundamental redistribution of real power and authority downwards to middle leaders,

using a review of the behavioural policy as a catalyst. However, the view of human nature in the culture of any school, as discussed in the Literature Review page 44, will be crucial since as explained culture is not "inherently positive" (Brown, 1998, pg.294). Change therefore may need to include a re-think of fundamental attitudes, including perhaps if necessary Mc Gregor's Theory Y being substituted for Theory X (Brown, 1998, pg.28).

Some implications that sharing was desirable have emerged, although no one used the terminology of distributed leadership. Perceived lack of trust and appreciation is bound up with being given multiple responsibilities and no time to carry them out, and without any real distributed power or authority to follow them through. Evidence of distributed or shared leadership down to the middle level was lacking in the study, but the findings from Harper and Barry's paper (1999) would suggest enhanced roles for such middle leaders would greatly benefit the school.

Far from being a panacea, this could cause more role overload (*none* of the HOYs requested role expansion). The link between distributing leadership and trust has been established but should such a role expansion be attempted without distribution of *power*, it could lead to the type of scenario described by Storey (2003).

COLLABORATION and TRUST

The concomitant lack of trust and autonomy, as one result of a lack of sharing of leadership, was seen to be taking its toll on the incumbents' and on others' perceptions of the year head role. Collegiality was noted between the middle layers and below within the pastoral system but the need for this to be extended upwards, underpinned by a foundation of trust, was revealed.

Senior managers need to commit to the role of cross-curriculum managers, a broadened role for year heads, (Reading, 1999, pg.25). In the case study school the year heads react to incidents of poor behaviour, and are aware of

lacking time to focus on positives. The prime role of cross-curriculum managers should be "supporter of pupils' learning" (ibid). Although needing substantial injections of time, trust and autonomy, the school could only gain.

> Pastoral Leadership of the proactive style outlined here makes a significant contribution to school achievement, and is a key basis for a pastoral leader becoming a school leader (NAPCE, 2000, pg.2).

This statement from the Standards for Pastoral Leaders Document, discussed earlier in the Literature Review, enhances the findings of the current research, and suggests a way forward. Pastoral leaders in this case study were fulfilling their roles within the limitations discussed, but were running to stand still. In order truly to be effective middle leaders however, in the context of the Positive Behavioural Policy, issues such as trust and autonomy need to be addressed and major thinking in terms of collaboration and collegiality is urgently called for. Since teaching is acknowledged to be a stressful profession, pastoral staff, additionally drained, need nurturing. The knowledge that one is doing one's best, combined with the certainty that one is valued and trusted, would be invaluable assets for successful role fulfilment.

Whether related to the Dominican ethos or otherwise, all participants had an 'ideal' or vision of how the school should operate, and particularly valued consistency, with regard to the behavioural policy. The 'vision' seemed to be couched in terms of valuing all the members of the school community, rather Sergiovanni's ideal (1994).

While senior pastoral managers scrutinised the minutes of meetings and gleaned some concerns of class tutors and HOYs, this did not result in senior managers having a true awareness of the difficulties of subordinates. All the senior managers, viewing their own leadership styles variously as collegial, outgoing, friendly or inclusive, stated that they would not over

rule a year head. Year heads did not share the belief of one senior pastoral manager, that consultation and collegiality had increased. Given the will which exists at all levels to improve the system, a tangible improvement could become a reality in the context of a consultative review (in the spirit of openness and transparency) of the policy and related matters. This, together with an increased emphasis on rewards, could enhance the overall effectiveness of the policy.

Already, year heads are engendering year feeling among the pupils which is feeding into the culture of the school. They are deploying a wide range of strategies with the more difficult pupils, skills which could be passed on to class tutors and subject teachers through in-service workshops in the context of policy feedback discussions. It is suggested that providing teachers with a forum to react to the input of others and to share/learn further strategies is part of a learning, collaborative culture and contributes to an improvement in everyone's effectiveness. The organisation of these sessions would reflect the hierarchical or collegial/inclusive management style adopted within the school. They could demonstrate real leadership being visibly distributed, an opportunity for year heads to feel like middle *leaders* and not just *in* the middle.

However, if year heads in the case study school are already over burdened, and perceive a lack of trust and appreciation, major strategic thinking will be needed to expand the role. If the result enhances their autonomy without negating their professional accountability, it could lay to rest permanently any vestige pastoral/academic divide and re-focus the pastoral onto learning.

The suggested trusting and empowerment of year heads, utilising the tutorial pastoral programme and the unique ethos of the school, culminating in an enhanced role of year overseer or co-ordinator, would help improve the conditions for learning. This may involve new ways of working with department heads and class tutors. Possibly it would also involve mentoring some particularly difficult children but the reward of improvement would be

cumulative. Such a strategy would increase the effectiveness of these enhanced roles. One positive impact on those 'above' and 'below' would be a possible diminution of role overload. There are major time, training, autonomy and trust implications inherent in this but the development of Year Curriculum Co-ordinators, as described by Harper and Barry (1999) in their school (Burntwood) was successful. The target setting (pupil/parent/tutor) as described there, *is* being put into place in the case study school. Given the emphasis on learning and every school's desire to improve GCSE results, as Burntwood has done rather dramatically, it is suggested exploring this route would be worthwhile.

IMPLICATIONS FOR FUTURE RESEARCH

What has been ascertained so far and tabulated above has only uncovered the tip of a moving iceberg, in research terms. Implications of the study for the school concerned can be disseminated to interested staff in due course. Future research, however, would seem to be crucial to ascertain if findings are further generalisable to other research contexts and to further validate the analysis. Is the situation in the case study school unique? Are the results skewed by its being a faith school, a secondary school, an all-girl school?

Much research has already been done on academic middle managers (Bennett, 1995; Wise, 1999; 2001) and Wise et al (2003) have already raised the issues of autonomy and trust and their link to professionalism. Literature could be searched to uncover perceptions of autonomy and trust in the context of fulfilling their roles. HODs in the case study school could be surveyed or (better) interviewed to ascertain their views about their own roles (and whether they feel constrained or controlled) in terms of ambiguity, overload, trust and autonomy, to consolidate or qualify the findings regarding the year heads.

The study could then be extended out to a number of schools, 'faith' and secular, secondary and grammar, with again a survey used to ascertain broad brush information, followed by some in-depth interviews (Wengraf, 2001), of at least two HODs and two HOYs per school, to see if the findings are more generalisable, and represent the situation, at least in the post-primary sector. Difficulties in terms of co-operation and returns could be negated by the use of a full time researcher or high level personal contact. This would help to ensure that survey questionnaires were completed by the correct leadership layer ie middle, rather than, as Wise and Bennett (2003b) found at times, senior managers.

Monahan (1998, pg.105) notes the focus on "giving [pupils] a more effective voice in the school community". The current research could be extended to include views of both pupils and parents (of the HOY role), as members of the year head role set. This could be done by two small surveys, followed up by some in-depth interviews.

Because role in the context of implementing a change was not researched, the literature on change (eg Fullan,1997) could be investigated to ascertain the influence of this on role and the study could be further developed in that direction, again by some follow-up interviews of some participants.

Future long term research, possibly of a quantitative nature, could analyse over-all examination results, year on year, in the context of added value, following a re focus of the pastoral roles onto learning, should this be implemented in the school.

Whilst there will be little opportunity currently in the school to delve further into the concept of distributed leadership, as no real evidence of it has been uncovered, future research elsewhere on middle leader roles could be extended to include evidence, or otherwise, of aspects of distributed leadership. Interviews with principals would therefore also be of value, presumably providing those middle leaders in the schools, agreeing to in-

depth interviews, were guaranteed anonymity and confidentiality. This would help to ascertain if distributed leadership is just a fashionable idea to emerge from the burgeoning area of leadership studies, or conversely, can improve schools, turning them into learning communities (Harris, 2002, pg.11). Possibly a *future* investigation could determine whether distributed leadership ideas have percolated into the school in the research. Whether this concept has been successfully implemented in a school elsewhere where middle leaders had *previously* felt a lack of autonomy and trust, would be interesting to uncover.

It is reluctantly acknowledged that such further research may in fact produce more clear cut findings if conducted in England, rather than Northern Ireland, since some ideas in education are slow to percolate N Ireland's more 'patriarchal' school management, in spite of initiatives such as PQH.

THE CONTRIBUTION OF THE STUDY TO UNDERSTANDING OF THIS FIELD

It is suggested that the contribution this study could, potentially, make to the understanding of the roles of pastoral middle leaders goes beyond some narrower writings examining daily practice (Brenton, 1989; Monaghan, 1998), and even research describing a role extension (Harper and Barry, 1999). In examining various aspects of the role, using role theory and with quite a different conceptual framework from these other writings, it approaches more the type of research embarked upon, in the context of academic middle leaders by Schmidt (2000) and Wise (1999; 2001). These are, it must be emphasised, much broader and less embryonic pieces of research. Schmidt's paper opened up the idea of perceptions and feelings of the (academic) role holders themselves. Wise used role theory to interpret and analyse HOD roles.

The necessity of senior managers coming on board with any widening of the HOY role, has been flagged up by Reading and Lodge; the former stressing that otherwise they would "regress into the person responsible for discipline within the year group" (1999, pg.25). It has been ascertained in the case study school, that this is all the year heads have time for. It is suggested that if this piece of research, therefore, could influence the future planning and development in the school, even to a small extent, in the direction of Stoll et al's paper (2001), discussed later, the direct benefit to the school could be huge.

The nature of this piece of research, its raison d'être, is very much a practical piece, involving teachers and undertaken with a view to improving and making a difference on the ground, rather than to be merely theoretical. Suggestions made are informed by evidence, however previous theoretical writings such as Bottery (2003) and O'Neill (2002) have helped enormously in shaping the direction of this research in terms of lenses to look through. The perceived overwhelming mistrust from above finding was entirely unforeseen at the beginning of the research and hence no questions were developed on this for the original instrument (the questionnaire) in the Initial Study (Gordon, 2002).

Storey's paper on her empirical research (2003) although read when the analysis was nearing completion, had significant influence. This made sense of how HOYs perceived how the role *should* be enacted in contrast with how it *had to be* enacted daily (reactively) and their perceptions of undermining when senior managers exercised discretion. Using an interpretive view in piecing the picture together, with the HOY role set members describing and viewing things from their *own* perspectives, was both challenging and satisfying when it appeared to be revelatory.

The knowledge gained from this research in terms of year heads' perceptions of their role(s), with regard to conflict and overload, coupled with lack of time and training, confirms that earlier research papers on such

aspects, particularly with regard to academic middle leaders (Bennett, 1995; Wise, 1999; Dunham, 1995) are still relevant.

The finding of loss of or lack of autonomy, although contrasting greatly with the perceptions of academic middle managers (Bennett,1995; Wise & Bush,1999 & Wise, 2001) has been uncovered in a more recent literature review for NCSL (Bennett et al 2003b). More theoretically, this was revealed in Bottery (2003) and in O'Neill (2002). The immediate response is to wish to extend the research simultaneously to HODs to see how they feel in this context, as well as to HOYs in other schools, to find out if this is more widespread. Having this lens of trust, autonomy and professionalism, for example, thereby allowed a further focus on the role data, and uncovered more, by probing more deeply. Role theory, although it has obvious limitations (Schmidt, 2000) nevertheless largely enabled an unpeeling of the layers of the year head role in a way which would have been more difficult without it. Its successful adoption as a way of looking at academic middle manager roles, as exemplified in Wise (1999), pointed the way for this research. Initial readings of Handy (1999) and Wise (ibid) firmed up the thrust of this piece of research which, although it could be done very differently, lent itself to, in the context of insider research, this triangulated, detailed look at this major aspect of a year head's role.

In particular, looking at the findings through the various 'lenses' in the analysis has hopefully given a richer and more rounded view of the various and varied roles of the head of year. Interpreting role theory in a more dynamic way, in spite of its limitations discussed at the end of Chapter 4, has possibly led to a gaining of insight into the problems and difficulties inherent in a role, and in the circumstances of those role holders within a school setting. Throughout Chapter 4 the aim was to present and analyse the findings, filtered through the 'ovals' of the conceptual framework to show the data from the 'culture and power', or the 'autonomy and trust' viewpoints. Hence, this research is suggesting that these additional ways of looking at the data, instead of *just* examining it all through Role Theory and

Effectiveness, have brought greater insights and have thereby increased the contribution of this piece of, albeit limited, research. One example of this would be the way year heads, in speaking frankly about the frustrations of their roles, at times spontaneously rejected the term 'line manager' and even, for some 'manager'. This had not been expected, and without the management/leadership filter may not have arisen in the context of questioning about role and aspects of role.

THE FUTURE?

Stoll et al's (2001) chapter on effectiveness and improvement entitled "Beyond 2000" talks of shifting the focus now to the "individual learner and the range of learning opportunities...to help all learners realise their potential" (pg.207). That makes it imperative that all learners, including teachers, have access to the latest information on learning and that children are facilitated as far as possible individually. That has implications for the behaviour of all pupils since any disruption which affects the learning process is detrimental. All teachers' roles will change to some extent and become more collaborative and flexible and effective middle leaders in schools are already moving towards this. The year curriculum co-ordinator role (Lodge, 1999) will increasingly be needed to enable all to access the "regenerational learning" (Stoll et al, 2001, pg.207) required for the 21st century. Co-ordination and indeed mentoring roles will become more important with the stronger focus on ICT, underlined by an ability to listen and a deeper understanding of emotional intelligence, ultimately benefiting *all* learners in the school community. Stoll et al (2001) add:

> Educational improvement and effectiveness depend on people working collaboratively. They are not achievable individually. ...if we are thinking about improving learning processes and outcomes for significant numbers of people, this requires collaborative endeavour (pg.203).

As the skills of managing a hierarchical organisation like a school become less important, they assert, so the skills "of people management...will increase in significance" (pg.201). Asking what education is for, they suggest a focus, beyond literacy and numeracy, on "flexibility, problem solving, collaboration, empathy, self-awareness, ability to deal with complexity, and a love of learning" (pg.192). This recalls some of Sergiovanni's (1994, chapter 9) suggestions for a community of learners. Since attitudes to people and knowledge of their perceptions and feelings (empathy) will increasingly become the crux, cultural attitudes to community members (colleagues and pupils), as discussed earlier (Mc Gregor, 1960), *will* prove to be the key to the most successful learning communities. Perhaps implementing this through the communities of practice idea (Wenger 2000) is a possibility for the school for the future.

CRITIQUE OF THE CONCEPTUAL FRAMEWORK

Standing back from a piece of completed research, if any research can ever be said to be truly finished, one can view the chosen conceptual framework more objectively. While seeing clearly now that effectiveness and role theory, for all their limitations, combined to form a stereoscope for the research, they were nevertheless somewhat unwieldy within a word-limited thesis. For the other 'filters', trust, autonomy etc. possibly one should think of an optometrist slotting in different combinations of lenses which together complete the prescription to provide the clear (interpretive) view:

- Viewing *role* through effectiveness and role theory via an overlay of culture and power
- Viewing *role* through effectiveness and role theory via an overlay of trust, autonomy and professionalism
- Viewing *role* through effectiveness and role theory via an overlay of middle management/leadership

Other overlays were the views of incumbents and others canvassed. Some physical and theoretical shortcomings of versions of the conceptual framework have already been discussed at the end of Chapter 2. However, it is important to note here the view that *change* was an aspect it would have been better not to drop from the paradigm although what should have been removed instead it would be difficult to say. Overall, for a study of this size, there were too many filters or aspects through which to view data and repetition, the inevitable result, proved difficult to fully eradicate. Even the belatedly slimmed final framework (page 10) proved to be still too busy for the demands of this research which perhaps may have benefited from being drastically curtailed at a much earlier stage. The use of role theory (Handy 1999) however, following Wise (1999), proved a useful toolkit for a new researcher, providing ready made categories with which to examine many aspects of the HOY role and illustrated clearly the HOY position in the middle of the 'expectation sandwich' coping with myriad demands.

"Late insights should be fostered deliberately, for they can enrich the theory by forcing elaboration and qualification" suggest Glaser and Strauss (1967, pg.253). That is just what has been happening throughout the periods of analysis, in the context of this research, and many insights were very late, especially the tardy application of ideas such as Wenger's (2000) communities of practice, as discussed in Wise (2003). The reading was kept too wide for too long, as the conceptual framework versions were modified repeatedly. Such aspects, not uncovered early enough to be incorporated into the research instruments, may well have applicability, given the type of school. Even within the individual year groups the ideas could have validity and relevance.

CONCLUSION

Wenger (2000) suggests groups working together, possibly facilitated by the type of extended role for year heads, previously suggested. The current changes in the 11-16 secondary curriculum in N. Ireland may present a perfect opportunity for HODs to come together with HOYs and KS tutors to map out how best to re-focus onto the learning and teaching in the school, with the emphasis on learning for *all*. Extrapolating further from the exposition of Wenger's ideas in Wise (2003), (in the context of subject departments in schools), perhaps is possible. Especially in a faith school, with a reasonably cohesive culture, the idea of such communities of practice, realising a common vision, (a Dominican vision) could be extended to encompass pastoral leaders working with their teams. One of the interviewees in the study, a Dominican, indeed suggested, in the context of the behavioural policy, year heads discussing with tutors to ensure the same vision.

What has emerged from this study is the impression that something needs to change, but the willingness for this to happen does exist. Year heads' disappointment, probably bound up with their own notions of professionalism, at the diminution of their *own* expectations of the year head role is palpable - people wanting to make a difference but currently lacking the time, training, power and trust to do so.

The tentative suggestions made earlier, are summed up in terms of some implications for the future of the school:

- an introduction of the concept of distributed leadership within the school which would in turn facilitate the growth of trust

- the encouragement of a true collaborative culture which would enhance the autonomy and professionalism of all therein

- an emphasis or re-focus on learning for all with everyone taking responsibility, thereby enhancing the effectiveness of the behavioural and other policies and particularly of 'middle' roles

- An emphasis on consistency within the school, in every aspect, in the context of a community of practice working within a common vision.

In conclusion, it could be argued from an interpretive world view, that all aspects of a role are *perceived*, but the variety of the perceptions and expectations uncovered, coupled with the different roles or layers of the year head 'role' even within the implementation of *one* policy in this case study, hopefully has justified the wording, and spelling, of the title of this thesis.

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MAIN STUDY

INTERVIEW SCHEDULE - FOR KEY INTERVIEWEES

WHO ARE **NOT** YEAR HEADS

1. Establish length of time teaching in this and previous schools
Ever been a Year Head? -----yrs Ever Been a Class Tutor?----yrs
Years at current position (VP, HOD, Senior Tutor, NQT, Counsellor etc)

Additional responsibilities

Stage of career ie life cycle

ie newly qualified/beginning /transition

On upward promotion path /high energy / ambition

Consolidating / plateau situation

Other

2. What do you think about the "new" Disciplinary Code/Positive Behaviour Policy which has been implemented in this school?

3. How does it affect how you do your job as (Co-ordinator of ICT)?

4. What role do you feel Co-ordinators or HODs should have as regards discipline of pupils in their own departments? Does your OWN job description mention discipline?

5. How do you PERCEIVE the role of Year Head? See job description- (Do you see it as supportive of teachers as well as pupils?)

6. Have there been times when you have sent/referred pupils to their class tutor and/ or year head. Have you ever done this DURING a class?

7. Were you happy with the feedback you got from the referral structure?

8. How does having a full system of Year Heads in place and indeed Key Stage Tutors, affect how you do **your** job?

9. WHO do you see as being in overall charge of discipline in the school?

10. Do you liaise formally or informally with the Year Heads of specific year groups, or relevant Key Stage Tutor? (Re Behaviour Plans or other disciplinary matters?)

11. Can you think of an EXAMPLE of any disciplinary incident within your department which was successfully dealt with? Give brief details. Keep it anonymous. (If you have more than one example from outside your department, that would be helpful also).

12. Can you think of a disciplinary incident which represents a FAILURE or which you felt was handled badly by others – no need for names.

13. Have you experienced role conflict between your roles as subject teacher and (co-ordinator of ICT), and any additional duties you might have?

14. How much time (roughly per week) do you believe you spend dealing with disciplinary matters as teacher/ co-ordinator, lunchtime supervisor etc.

15. If ONE of the teachers whose classes you go into regularly is experiencing problems with a class or a group/individual, in what ways would you assist? (Do you operate a "buddy system")

16. If a Year Head (or a Class Tutor) suggested to you that a teacher was experiencing problems with a class/ or your pupils - BUT that the problem might be the lack of organisation/consistency etc of the subject teacher (rather than the pupils), how would you react? What would you do? (Idea of trust and professionalism).

17. How far do you believe that the HOD or Co-ordinator has a role in the resolution of pupil-discipline problems within the department? (Departments sorting out their own solutions?)

18. How far do you believe that the Year Heads have a role in the *academic progress* of the pupils in their year (cf point two of the Year Head job description) (ie Appendix 5)

19. Does this CONFLICT with your view of your role?

20. Who do you see as part of **your role set**? (People you have more than trivial interactions with).

21. Who do you see as part of the role set of a Year Head? (choose any)

22. Can you suggest any improvements to the current Positive Behaviour Policy?

23. Is there a major change which YOU would like to see implemented in order to improve discipline in this school?

24. Would you care to comment on the Year assemblies and assess how they improve discipline?

25. Do you know of any procedures from other schools which, in your experience, worked well.

26. Do you know of any alternative way of working the Year Head system which works well elsewhere?

27. Can you suggest ANY change in the way Year Heads operate which could help improve their role as regards discipline.

28. Can you apply Q26 to Class Tutors?

29. Can you apply Q27 to Class Tutors?

30. How much time do you think Year Heads are given, during the school day ie "free periods" plus registration times, in order to fulfil parts of their role?

31. In an ideal world, do you feel Year Heads and HODs would need to meet regularly to discuss the progress of classes or individuals?

32. Do you feel the culture of this school allows teachers to acknowledge weaknesses in their dealings with various pupils?

I HAVE A FEW ADDITIONAL QUESTIONS FOR YOU IN YOUR ROLE AS ----------, IF THAT IS OK.

This instrument was in effect altered for every participant so that their copy referred to their actual role eg HOD of a particular subject, Co-ordinator, or support teacher. Additional questions were added if they had a substantial additional role within the school. See the next two pages of this Appendix for information on the changes to this schedule, made as a result of consultation with peers on First Class, the Open University's electronic conferencing facility.

CHANGES TO THE ABOVE SCHEDULE AS A RESULT OF CONSULTATION ON FIRST CLASS WITH FELLOW RESEARCHERS

Question 2 *What do you think about the "new" Disciplinary Code/Positive Behaviour Policy which has been implemented in this school?*- was described as a powerful one which might result in the interviewees supplying much of the information needed and indeed this proved to be the case in many interviews and was conducive to a good atmosphere, as when an interview had been progressing steadily, but time was getting on, a question would be arrived at which had already been fully answered. For example, one interviewee mentioned the situation in another school, much earlier in the interview than question 25 where this arises. Another detailed changes she would like, as part of the answer to the earlier question.

The question on Role Set *Question 20 Who do you see as part of* ***your role set****? (People you have more than trivial interactions with)* – was queried as a term needing perhaps a more detailed elaboration, so when it was asked a PROMPT was inserted, again in the longer version, to remind the interviewer to give examples of what was meant by role set members if there was any hesitation on behalf of each interviewee. In some cases, people just needed a small indication to get going.

This same question was queried, by a fellow researcher not familiar with role theory, as to whether it was necessary at all but it was felt, by the current researcher, to be vital, in order to gain specific information on role set from *all* participants in the research since it is such an important aspect of role theory.

For Question 22 *Can you suggest any improvements to the current Positive Behaviour Policy?* - it was suggested that a PROMPT to ask how the interviewee envisaged these improvements coming about should be added. This was duly done on the larger version of this schedule, held by the interviewer herself and filled in at the interview with detailed notes.

It was suggested that Question *23 Is there a major change which YOU would like to see implemented in order to improve discipline in this school?* – should immediately follow the question about improvements, previously Q 23 re assemblies had been in between, so this was re-arranged.

Question 32 *Do you feel the culture of this school allows teachers to acknowledge weaknesses in their dealings with various pupils?*- was felt to be perhaps a leading question but in the event it was left in as an important perception to gather and because of expressed staffroom comments, noted in field notes.

One fellow researcher included his own schedule for commentary and from it was borrowed the idea of PROMPT and EXPLORE cues for the interviewer, as follow ups to the main questions, especially if an

interviewee seemed ready to give additional insights, or if other aspects seemed to be coming to light. An example of this occurred when it was discovered that the role of the Post 16 Co-ordinator was in fact somewhat different form that envisaged by the interviewer and that in fact it was more of an enhanced (Lodge, 1999) or even dual role like a HOD and a Year Head combined. This therefore gave her opinions on the HOY role increased validity.

Lastly, although it was suggested that a fact sheet to collect basic factual data could be used in advance both to shorten the interview and to remove the mundane beginning questions, in question one, from the schedule, it was decided to leave these in, for this set of interviews, in order both to put interviewees at their ease and also in order to be in a position to explain the Stage of Career/ Life cycle aspect in more detail. At that stage of the research this was still thought to be a useful way or ensuring a broad spread of views from participants of different ages and stages. Later however it was dropped as broadening out the research too much and does not appear in any of the later interview schedules, for example those for year heads or for senior managers (Appendices 3 & 7).

The fact sheet idea, modified as a short factual questionnaire, was in fact designed and used to shorten all HOY and senior manager interviews because the number of factual questions continued to grow, as questions about TIME and TASKS seemed to become more necessary to ask. These became Appendices 4 and 8, but the original suggestion came from the First Class commentator/contributor peer reviewer, and was gratefully taken up, subsequently.

ADDITIONAL QUESTIONS FOR THE SCHOOL COUNSELLOR

A. Are there difficulties when you know a teacher/class tutor/year head has referred a pupil to you and would like feedback but the matter is totally confidential?

B. In your experience as counsellor, do you feel some behavioural difficulties could be resolved more quickly if they were referred to you more swiftly, instead of class tutors, year heads or key stage tutors trying amateur counselling?

   Could you give a general example if this is so.

C. Do you feel sometimes staff lose sight of the fact that the Behaviour Policy is the POSITIVE Behaviour Policy?

D. Do you feel too many trivial matters are actually referred to you as Counsellor when subject teachers and class tutors should be looking to their own strategies?

E. Do you feel it is part of your counselling role to organise and/or supply in-house training to class tutors, teachers in general or just to pastoral middle managers ie year heads? If so, have you been asked to do this as part of inset or does it only happen person to person, on an ad hoc basis.

F. Would you care to comment on your role in relation to the role of the year heads in the implementation of the Positive Behaviour Policy.

G. Do you feel staff are fully aware of this policy, have copies, implement the spirit of it etc.

Additional questions were added as a small extra to any interview where the person had a significant extra role eg the school timetabler also.

INTERVIEW SCHEDULE FOR SENIOR MANAGERS (including Senior Pastoral Managers and the Principal)

Thank you for agreeing to be interviewed. Thank you for filling in the questionnaire in advance. This has helped greatly in tightening up this interview schedule.

1 WHO are you the direct line manager of and how do you supervise these senior managers? *(Also, in what ways do you encourage your team? How important do you feel teamwork is to YOUR team?)*

2 What is your view of the fact that Year Heads have only ONE promotion point whereas a HOD has two points?

3 Who do YOU see as being in the role set of a Year Head (ie having more than trivial interactions with which people)?

4 Thinking of the Positive Behaviour Policy, what **changes** to the role of a year head do you think this has involved? Also, what do you see as the main changes from the older version of the year head job description to the newer?

5 You filled in some MAIN tasks for Year Heads in your questionnaire which I have here. What **other** tasks would you expect them to fulfil? And how would they prioritise all their tasks?

6 What training do year heads have for their own role as middle managers?
What help, advice and/or training do NEWLY appointed year heads receive?
*(How do **you** ensure they get the required training?)*

7 How do they ***know*** what to do and how do they differentiate their role from that of the class tutor?

8 What role do you see for the year heads in the ACADEMIC progress of the pupils in their year? *(In a lot of the literature on middle management in secondary school there is much mention of the pastoral/academic divide ie some promoted teachers solely concerned with the academic progress of pupils (HODS) and others like heads of year mainly concerned with their pastoral welfare. To what extent do you think that is still true or should be?)*

9 How far do you believe that a HOD has a role in the resolution of pupil-discipline problems within the department? *(Departments sorting out their own solutions?) And* in an ideal world, do you feel Year Heads and HODs would need to meet termly to discuss the progress of classes or individuals?

10 What are YOUR thoughts on the Positive Behaviour Policy? Are there any changes which **YOU** would like to see in it?

11 Can you think of a critical incident when something went wrong with the Positive Behaviour Policy/ or an incident re pupil discipline when something was handled badly (no names).

12 Can you think of an instance when something was handled very well (no names)?

13 If one of the year heads was experiencing difficulties with a pupil or class, in what ways would you assist them?

14 Have you ever had to over rule a year head in the context of handling some aspect of pupil behaviour? (no names).

15 Could you describe *your own* management style?

16 Do *you* have a different perception of *your* role at times from (perhaps) what year heads or even class tutors think is required in the context of discipline and/or the Positive Behaviour Policy?

17 What training/professional development did **you** receive for your main role? (and when) and are there particular parts of your role for which you would like further training?

18 Have you experienced any role conflict between your role as a principal and for example your role as a subject teacher?

19 As the leader of the SMT you play a key role in leadership and management. Do you see pastoral *middle* management roles (ie Year heads) as being part of the decision making process of the school, and how do they convey their thoughts to you as line manager and influence SMT decisions?
(Do you see the decision making process of the school as being hierarchical/bureaucratic or collegial?)

20 In what ways do you see the Dominican ethos of the school exhibited in the implementation of the Positive Behaviour Policy by year heads, class tutors and senior pastoral managers.

21 How do you balance up the ideas of accountability and trust?

22 Discuss the importance of feedback, in the context of the referral system, to Year Heads and also to class tutors. Is there any way in which feedback could be streamlined?

23 Would you care to comment on the Year assemblies and assess their effect?
(Do they also serve to enhance the profile of the Year Heads?)

24 Do you think the amount of paperwork year heads have to do varies according to the age group they are responsible for? (If so, can you give an example?)

25 How do you ensure that the Year Heads are kept in the information loop?

26 Year Heads in Key Stage 3 do NOT move up with their pupils whereas the year heads do in Key Stage 4. What is your opinion of that?

27 Can you suggest *ANY* change in the way Year Heads operate which could
help improve their role as regards discipline.

28 What do you think of the fact that class tutors do not actually have a written job description. (*Do you think a written job description would help clarify **their** role?)*

29 How much autonomy do you feel that Year Heads have nowadays?

30 Generally, how much TIME do year heads have to fulfil their duties?

31 Do you feel that now with **all** the layers of the pastoral system fully in place MORE people expect more things from *you*? (Elaborate)

32 Do you feel the culture of this school allows teachers to acknowledge weaknesses in their dealings with various pupils?

Thank you very much for looking over these questions in advance. If any of them do not make sense, or seem ambiguous, let me know at the interview.

I will supply you with a full summary of your interview within a week of the interview and you may feel free to alter anything you wish. This will **NOT** be used in this form in my work other than to analyse for themes or to use some quotations. No one will hear your original tape **or** read your full summary.

(The sources of most of the questions are similar to those detailed in Appendix 7).

CHANGES TO THE SENIOR MANAGEMENT SCHEDULE

This schedule was developed from a combination of the Key Interviewee outside the pastoral system one (ie Appendix 1) and the initially piloted HOY schedule. There was no one to pilot it on but a principal of another school was kind enough to look through it for ambiguities. It was altered for each recipient, being used first for the Key Stage Four Tutor, who was also acting VP. It was then modified for the SENCO with further changes necessary on the hoof as it was realised, in the course of her interview, that she was less involved with the Positive Behaviour Policy than had been thought initially by the researcher. The third set of slight changes were for the Principal and this is the version here (Appendix 3).

Lastly, it was tweaked slightly to suit the interview with the Key Stage 3 Tutor, (who had by then just been appointed to one of two new VP posts, effective from Sept. '03). Because by the time of the last two interviews with this schedule, all other interviews, meeting observations and the survey had been completed, and some preliminary analysis had been done it was possible to probe further in some directions eg time, autonomy, trust, as these issues were emerging strongly from the data.

SUMMARY TABLE OF INFORMATION FROM 3 INTERVIEWS WITH THE TWO LINE MANAGERS OF THE YEAR HEADS (ie KS TUTORS), & THE PRINCIPAL

Saw HOYs as middle managers	3
Saw them as equal to HODs	3
Felt the HOY team had had training	3
Felt there was a lot of learning on the job	3
Trusted their teams of year heads	3
Would never undermine a year head	3
Felt that they HOYs played a role in decision making	3
Felt there was feedback up and down the system	3
Felt year heads had autonomy	?
Felt year heads had enough time to fulfil their duties (including working after school)	3
Felt communications/feedback in the school were good but maybe could be improved	3
Thought school exhibited the Dominican Ethos	3
Felt the culture of the school allowed teachers to acknowledge difficulties in dealing with some pupils	3
Felt that class tutors should not have a job description (other than beginning teachers)	3?
Seemed aware of role conflicts experienced by HOYs	?
Were aware of any inherent role ambiguity between HOY role and class tutor role	0
Felt that the paperwork for HOYs was substantial	?
Were aware that there were aspects of the HOY role which HOYs felt they should be fulfilling but had no time	?

SHORT QUESTIONNAIRE FOR SENIOR MANAGERS (including Senior Pastoral Managers & the Principal)

designed to try to shorten the planned interview

1 How long have you been teaching in this school?.....In other schools?.....

2 How long have you been on the SMT in this school?.....

3 Which roles/posts have you had **prior to** being on senior management?
.....
.....

4 What is the official title of your role NOW?.....

5 Do you have any additional roles? .....

6 How many members of staff are you responsible for the work of in your MAIN role?

7 Are there particular members of staff with whom you work more closely than others?.....
.....
.

8 Who do you consider is **your** line manager? (Give position rather than name).....

9 What do YOU think are the **main tasks** for a *year head* with regard to behaviour and discipline? .....
.....
.....
.....
.....
.....

10 How much **time** do you think *year heads* have to fulfil these and other aspects of their role? .....
.....

11 How much time, outside teaching time, do <u>you</u> have to fulfil your main role?

.....
.....
.....

12 Could you name some tasks which a year head would see as YOUR responsibility in the context of the Positive Behaviour Policy?

.....
.....
.....
.....

13 Do you find that pupils are referred onwards too soon or with little paperwork?
.....

14 Which outside agencies do *you* have to liaise with in the context of the Positive Behaviour Policy? .....
.....
.....

15 Who is responsible for writing and reviewing the B Ps (Behaviour Plans)
.....

16 Who helped to draw up the recent changes to the *year head* job descriptions?
.....

17 As a subject teacher, do you use the referral system yourself, fill in incident report forms etc? .....

18 Have you ever had to send a pupil to her class tutor or year head in the middle of a lesson period? .....

19 In total, how much time roughly do you feel **you** spend per week (including lunch time supervision if relevant) dealing with disciplinary/behaviour matters?
.....

20 How many pupils do you deal with regarding behaviour per week or daily?
.....
.....

21 How many pupils have been on *Principal Report* this year? (if it still exists)
.....

22 Who do you see as in over all charge of discipline in this school?
.....

Thank you very much for filling in this questionnaire. It was designed for other management layers and as you can see does not totally FIT for the Principal. Could you please return it to me or put it in my locker. It will help inform some of the interview questions and I will let you have a copy of these prior to the interview. Mary.

JOB DESCRIPTION: YEAR HEAD ONE POINT
(older version)

The Year Head has overall responsibility to see to the pastoral care needs of their Year pupils in conjunction with the class tutors.

She/he will play a middle management role in:

- building a team approach with class tutors to the implementation of the pastoral/disciplinary policies of the school in order to promote the learning and teaching function of the school for a particular year group.
- taking a middle management overview of the good practice of academic progress, attendance, authorised absenteeism, punctuality, standards of uniform and behaviour of all classes in the Year and liaising with tutors and other relevant personnel in order to do so.
- chairing meetings of class tutors of the Year.
- making recommendations to class tutors.
- initiating strategies to resolve problems/discipline with pupils in Year Group.
- entering relevant data on the CLASS system eg achievements, conduct.
- developing good home/school links and involving class tutors in this process
- liaising with senior and other pastoral care middle managers in seeing there is a structured, progressive and up-to-date tutorial programme in place for year tutors and pupils.
- playing a leadership role as a middle manager in making decisions for individual Year pupils in the structured Referral System, whether to VP, EWO, Psychologist, Counsellor etc.
- taking assemblies for Year Group
- co-ordinating certificates for Year Group
- playing a role in detention

newer version (in line with Investors in People format)

JOB TITLE

Year Head of Year __

JOB PURPOSE

To take overall responsibility to manage the pastoral care/academic/disciplinary needs of the pupils in his/her year group in conjunction with class tutors and in accordance with school policy.

OBJECTIVES

To raise pupil achievement through a holistic approach to pastoral care.
To foster a caring environment where every pupil is valued.
To build a team approach with class tutors.
To increase staff confidence and competencies in delivering the school pastoral policy.
To liaise with Heads of Senior/Junior School as appropriate.

PRINCIPAL RESPONSIBILITY AREAS

(A) To play a middle management role in the implementation of the pastoral care policy.
(B) To promote good practice in academic progress, attendance, punctuality and behaviour of pupils in his/her year group through regular monitoring, reviewing and evaluation.
(C) To promote good home/school links.
(D) To develop self and others in order to enhance performance.

KEY TASKS

A1 To foster the implementation of the positive behaviour policy.
A2 To facilitate communication to SMT/Class Tutors re the pupils in one's year group.
A3 To oversee proper records are maintained.
A4 To play a key role in the referral system by putting pupils on report, referring a pupil to the counsellor etc.
B1 To oversee that all classes in one's year group reaches the set targets in attendance, punctuality and behaviour.
B2 To take remedial action where appropriate.
B3 To provide rewards and sanctions where appropriate.
B4 To chair meetings of class tutors in one's year group.
B5 To counsel pupils about personal development.
B6 To take Year Assemblies.
C1 To contact parents of pupils by phoning, writing and interview about achievements or indiscipline of pupils in one's year group.
C2 To discuss progress with parents and provide information.
C3 To foster parental involvement in the school.
D1 To keep abreast of developments in pastoral care.
D2 To follow up with team good practices/experiences from in-service.
D3 To provide challenge and support to others.
D4 To make recommendations for staff development in pastoral care.

YEAR HEAD INTERVIEW SCHEDULE

(PLEASE NOTE VERSION DISTRIBUTED TO YEAR HEADS DID **NOT** HAVE THE HEADINGS or the added information on the sources of the questions)

1 ROLE (including training FOR it - and the tasks)

a LOOK at both job descriptions- (Do you see the Year Head **role** as supportive of teachers as well as pupils?)
Source of question: Screeny's (1986) paper asserting that the pastoral role is about control rather than learning.

b Which aspects of this(these) job description(s) do you find difficult to fulfil?
Source: Doherty's (1981, pg. 278) subjective role/enacted role and Bennett's (1995, pg.55) Normative and analytical (ie how it should be done and how it is done).

c What are the nicest aspects of the role?
Source: subjective role/enacted (Doherty, ibid)

d Have you any thoughts on how the job ought to be done, in your opinion, compared to how it is done, in YOUR experience (ie the day to day reality!) (constraints etc)
Source: Incumbent's own expectations, subjective role/enacted role (Doherty, ibid), also role overload (Handy, 1999) and role ambiguity, Warren (1994) and Schmidt (2000, pg. 841).

e HOW do YOU actually ***KNOW*** what to do?
Source: Marland 1974 saw this role as "pivotal". Schmidt (2000, pg.838), having to behave differently in a new role. Also Doherty (ibid) "prescribed role", Dunham (1995) re training and Wise re role expectations and who sends role (1999). Also role ambiguity as above.

2 TRAINING/INDUCTION (for role)

a What specific training/relevant courses have you had for being a manager and/or a year head?
Source: Next three sub parts all from reading Dunham (1995) on the importance of training, plus concerns raised in staffroom.

b What help/advice/training did you receive during your induction period and what length was the induction?
As above.

c What sort of on-going training do you receive from your OWN line manager?
As above.

d In what ways was it easy or difficult to switch from a class tutor role to a year head role?
Source: Roles (Handy, 1999). Differentiation of these two roles, (Marland, 1974 and Hamblin, 1981).

3 WHO SENDS THE ROLE?

a Do you feel you get too much/too little support and guidance from above?
Source: Wise (1999) perceptions and expectations of layers above, also Hamblin (1981, pg.259) on management expectations.

b What are the expectations of Principal and VP of *YOUR* role?
As above.

c What are the expectations of key stage tutor, class tutors, subject teachers, pupils, parents and of outside agencies?
Source: Role set (Handy, 1999) and expectations of other layers, (Wise 1999) plus Doherty's (1981, pg.278) categories.

d In the course of being a year head which people do you have more than trivial interactions with?
Source: Role set, (Handy, 1999 & Wise, 1999).

e Who do you think Heads of Departments interact with? (choose any)
Source: as above, but also to establish if HOYs think HODs are in their role set after establishing from earlier interviews that some HODs may feel they are in the HOY role set.

f Do you feel that now with all the layers of the pastoral system fully in place MORE people expect more things from ***YOU?***
Source: Other people may have unrealistically high expectations –"role envy"(Allder, 1992, pg.3) Blackburn (1983, intro) on role expectations "of what will be achieved by the post holder" and also Gold and Evans (2002) on work load.

g Have you any points to make about communications in the school, verbal, written, telephonic etc?
Source: idea of communication (Hersey et al, 2001, pg.309) plus staffroom concerns, and points raised by a middle manager re phones when interviewed (Appendix 15, Interviewee i,i)

4 ROLE CONFLICT(BLURRING)

a Have you experienced any conflict between your role(s) as Year Head and any other duties you might have?
Source: Role conflict - Grace (1972), Handy (1999) and Hargreaves (1972).

b What do you think of **class tutors** not having a written job description?
Source: Doherty (1981, pg. 278) and Marland (1974).

c Do you think a written job description would help clarify ***their*** role and therefore yours?
Source: Differentiation between these two roles (Marland, 1974) also custom and practice within the school.

d Can you make a suggestion regarding ANY change you would like to see in the way class tutors fulfil their role re the behaviour policy which you think might improve things in this school?
As above.

e As a year head what are the MAIN things which act as STRESSORS (ie things which stress you out)?
Source: Mc Ewen, A, Thompson, W and Dawson, S (1990) "Teacher Stress and Morale" in Education North 1(2), 3-10 (Ref only in this appendix)

5 *TASKS AS PART OF ROLE*

a Can you tell me of any incident wherein something referred on was dealt with **well?**
Source: Idea of a Critical Incident has come from older literature (eg. Measor 1985 and Riseborough 1985) Measor, L (1985) "Critical Incidents in the Classroom: Identities, Choices and Careers" in Ball, S and Goodson, I (eds) *Teachers Lives and Careers,* Lewes, Falmer Press
Riseborough G (1985) "Pupils, Teachers' Careers and Schooling: An Empirical Study"in Ball, S and Goodson I, (op cit) (Refs only in this appendix)

b An example dealt with badly, which represents a failure?
As above, but also from concerns mentioned in staffroom.

c Are ***you*** happy with the feedback you get from the referral structure?
Source: idea of communication (Hersey et al, 2001, pg.309).

d How much **time** (roughly per week) do you believe you spend dealing with disciplinary matters as a year head /teacher/ lunch time teacher-supervisor etc? (relate to Q 10 on Questionnaire)
Source: Time Dunham (1995), Clemett and Pearce (1986, pg.55), but also linked to workload issues.

e When covering, do you usually get your own year group (to kill two birds with one stone)?
Source: Question linked to discussion with timetabler when interviewed.

f Could you comment on the Year assemblies and assess their function?
Source: Idea of culture and influence (Brown, 1998 and Busher, 1992) but also idea of engendering year feeling from a Key Stage Tutor raising this, in her interview, (Appendix 12,Y,iv&xx) as key part of the HOY role, yet it is not in the job description.

g Has there been an increase in paperwork and/or liaison with outside agencies as a direct result of the Behaviour Plans? Does this represent an "enhancement" of the role of year head, or an example of role overload? (relates to Q 12 of questionnaire)
Source: role overload Handy (1999), Apple (1988) and Gold and Evans (2002), as well as staffroom concerns and interview with SENCO which clarified that writing B Ps was *not* part of her role (12,X,vi).

h Are you happy with the feedback from outside agencies such as social workers, Behavioural Outreach and educational psychologists and/or can you suggest an improvement?
Source: Communication, as earlier. Also staffroom concerns.

i Do you think the amount of paperwork etc varies for different year heads?
Source: Role overload as above but also staffroom concerns.

j If ONE of your year team is experiencing problems with his/her class or a group/individual, in what ways would you assist?
Source: Subjective role/ enacted role (Doherty, 1981, pg. 278) also Dunham (1995) re training.

k Would you as a Year Head suggest to a HOD that a member of their department was experiencing problems with a class - BUT that the problem might be the lack of organisation/consistency etc of the subject teacher (rather than the pupils). How do you think they would react? What would you do? (Idea of trust and professionalism).
Source: Equal to HOD or subservient? Idea from Doherty (1981, pg.278) Also, idea of professionalism and trust (O'Neill, 2002a &b) and later Bottery (2003).

l Do you believe that the HOD has a role in the resolution of pupil-discipline problems within the department? (Departments sorting out their own solutions?)
Source: Question arose because of "Buddy" system and mention by some interviewed HODs of preference for sorting problems "in house".

6 *EFFECTIVENESS*

a What factors do you feel stop you doing your year head job effectively, as regards the Positive Behaviour Policy?
Source: Factors including time, training, communication and autonomy issues as raised in staffroom conversations.

b What do you think would raise the profile of year heads in this school? (Would you like to make the role bigger or more visible, or is it quite big enough?)
Source: Some interviewed HODs felt the HOY role profile could be raised including one in the Initial Study (Gordon, 2002). Also relevant to role creep and role overload (Handy, 1999).

c What do you think about the "new" Disciplinary Code/Positive Behaviour Policy which has been implemented in this school?
Source: From day to day staffroom concerns and field notes.

d What major/minor change would you like to see in order to improve discipline in the school or to make your Year Head job less difficult?
As above.

e Do you know of any other way of working the system, from another school?
Source: Ideas from previously interviewed teachers with experiences in other schools including England.

f What do you think of the parent/pupil/class tutor feedback meetings at the beginning of the year?
Source: Arose from staffroom concerns. Newly implemented, so role overload? (Handy, 1999).

g Do you ever feel passed over or undermined?
Source: Loss of trust and or autonomy (Bottery, 2003). Also staffroom concerns and field notes.

h Do you think there has to be some flexibility in the system or do you feel this is unfair?
Source: staffroom concerns re consistency.

7 THE ACADEMIC/PASTORAL DIVIDE (POLITICS?)

a Do you believe that the Year Heads have a role in the *academic progress* of the pupils in their year (cf point two of the old Year Head job description)+ NEW

Source: mention on job description plus NAPCE materials re pastoral/academic divide (2000) as well as the papers by Lodge (1999), Harper and Barry (1999) and Reading (1999).

b Does this CONFLICT with your **own view** of the Year Head role?

Source: Role definition (Schmidt, 2000) and role ambiguity (Handy, 1999 and Schmidt 2000).

c In an ideal world, do you feel Year Heads and HODs would need to meet regularly to discuss the progress of classes or individuals?

Source: Happens when HOYs have extended roles as in Reading (1999) but also depends who they see as being in their role sets (Wise, 1999 and Handy, 1999).

d In a lot of the literature on middle management in secondary school there is much mention of the pastoral/academic divide ie some promoted teachers solely concerned with the academic progress of pupils (HODS) and others like heads of year mainly concerned with their pastoral welfare. To what extent do you think that is still true or should be?

Source: NAPCE (2000) and Lodge (1999) and older literature such as Ball, S. (1987) *The Micro-politics of the School,* London, Methuen. (Ref only in this appendix).

e It was an older view in education that pastoral staff were almost the *servants* of the academic staff and were usually at a lower level of promotion etc. How would you see that view?

Source: Doherty (1981, pg. 278). Also asked because of the promotion structure of the school.

f Writers on year heads in the 70's would believe that year heads had considerable autonomy then. What do you think nowadays?

Source: Marland (1974, pg.74) yet current writers mention lack of autonomy (Cerniss, 1995) and later Bassey (2003).

8 MIDDLE MANAGEMENT, LEADERSHIP AND TEAMS

a Do you see your job as "middle management"? OR do you feel you are simply carrying out instructions, or fulfilling expectations from below?

Source: Bennett (1995, pg. 109). Also, whose expectations are more legitimate (Burnham1975, pg.206 and Wise, 1999 & 2001).

b How do you see your own training role, in relation to **your team** of tutors?

Source: Wise (1999) and Wise and Bush (1999) re initial reluctance and then acceptance of academic middle managers of their training roles. Applying same question to pastoral middle leaders.

c Do you feel your team expect training and guidance from you as line manager, or resent it?

Source: Idea of autonomous professionals from Bell (1992, pg.20) Also Bennett (1995, pg. 127 Re experiences of a HOY Barry Reynolds).

d In what ways do you encourage your team? What strategies do you use to help them? How important do you feel teamwork is to YOUR team?

Source: Bell (1992) on Leadership and Teams , but also the idea of training (and indeed time) from Dunham (1995). Also links to Question 53 (Appendix 9) in survey asking class tutors if *they feel* part of a team.

e How do you balance up accountability and trust?
Source: Query arose as a result of listening to the 2002 Reith Lectures (O' Neill 2002 a&b)
As well as Morris (2001) on accountability and Bottery (2003) on trust.

f Do you feel that sometimes a colleague gives silent consent or lip service to some aspect of the policy but then does his/her own thing?
(Care to elaborate but keep it anonymous?)
Source: Idea of implementation gap from comment from Wise in progress reports prior to main study and from staffroom comment.

9 ASPECTS OF CULTURE

a What do you feel are the core values in the culture/ ethos of this school?
Source: Researcher's own position as insider within the school. Staffroom comment. Also Dominican Document (2001).

b Do you think different year groups have a different sub-culture?
Source: Staffroom comment and also issue dealt with at length in a previous senior manager interview (12,Y,xxii)

c Do you feel the culture of this school allows teachers to acknowledge weaknesses in their dealings with various pupils?
Source: Staffroom comment but also links with the question on being valued (10a below).

d Would you see the school as up holding the Dominican ethos?
Source: as above at 9a.

e Can you think of any critical incidents (good or bad) which have reinforced the views you have given with regard to culture/ethos?
Source: Role/culture conflict (Grace, 1972) and staffroom comment.

10 POLITICS/POWER/ AMBIGUITY

a Do YOU feel valued as a year head? If so, by whom?
Source: Marland (2002) says the role is "one of the hardest jobs to do in our education system". Also idea of valued/trusted/appreciated (Bottery, 2003). Also from Howard (1988, pg. 259) "To make people feel valued" as most difficult part of a manager's job.

b Do you feel trusted by your team? (AND by those above you?)
Source: Bottery (2003) on trust.

c Do you feel at times that you are kept out of the loop or do you feel you are in the loop? What about your class tutors, are they in the loop?
Source: Micro politics (Busher, 1992) and also staffroom concerns.

d Do you sometimes have to rely on the "grapevine" to find out what is going on even with regard to something in your own year?
Source: Busher (1992) and Hargreaves (1992) on use of informal communications systems in schools.

e Do you feel that sometimes members of your pastoral team, or a subject teacher will by-pass a procedure or call on a friendship to get something done more quickly, regarding pupils in your year group and the Behavioural Policy?
As above.

f Do YOU feel part of the decision making process in school (as year head)?
Source: Bennett's (1995, pgs. 116-118) query as to how much decision making (especially whole-school) middle managers do.

g Do you see the decision making process in the school as being hierarchical/ bureaucratic or collegial?
Source: Idea from reading Bush (1995) on theories of educational management.

h Do the daily briefings add to your work load/inform you of things to do/confirm what you are already doing?
Question asked because of staffroom voiced concerns about the daily five minute briefing being inadequate
Source: much staffroom comment re it being an inadequate substitute for staff meetings.

Thank you so much for agreeing to be interviewed, on tape, using these questions/ discussion points. I will try to make it as painless as possible and your replies will be confidential.

(While the sources of the various questions are many and disparate they all combine to try to create data necessary to illuminate the various research questions and in turn to investigate the focus of this dissertation, as summarised in its title. They reflect many aspects of the Conceptual Framework)

(PLEASE SEE NEXT PAGE FOR A SUMMARY TABLE OF FINDINGS FROM THIS HOY INTERVIEW SCHEDULE)

SUMMARY TABLE OF FINDINGS FROM THE FIVE HOY INTERVIEWS

Rejected line manager language, or did NOT feel like line/middle manager	4
Did not feel trusted by those above (above own line manager)	4
Felt trusted by own team	5
Felt valued as a Year Head (other than by team and line manager)	1
Trusts own team of class tutors	5
Felt out of loop at times	5
Felt they played a role in decision making	2
Felt HOD was in HOY role set	0
Felt that the pastoral/academic divide was still a reality	2
Felt that the HOY had a role in the academic progress of child	5
Felt they had little autonomy	5
Felt they had had adequate training for the role	0
Felt they suffered from a lack of time	5
Criticised communications in the school	5
Criticised feedback, either in school or from outside agencies	4
Would like to raise the HOY profile, visit classes etc	5
Said or implied that they were powerless	4
Felt the culture of the school allowed teachers to acknowledge problems with pupils	2
Thought the school exhibited the Dominican Ethos	2
How many questioned if answer was to be the official version or reality	3
How many said or implied that the daily reality of the role was "fire fighting"	5
How many said or implied that they viewed expectations from below as important than expectations from above	3
How many said or implied that they had to fulfil directives from above	4
How many said/implied the job was supportive of teachers AND pupils	5
How many mentioned professionals or professionalism in replies	5
How many said or implied that they had stressors	5
How many used the word "colleagues" in replies, or implied it	4
How many felt they should have a training role, for their teams	0
Felt the class tutors should have a job description	5
Could see role ambiguity/overlaps between HOY and class tutor roles	2
Gave examples of critical incidents wherein they had been undermined from above	5
Gave examples of incidents well handled by the pastoral system	5
How many said of implied that they experienced role conflict, whether with the teaching role or any other role held	4
Felt they had no sense of being "in charge" of their year	2
Found the paperwork very heavy or greatly increased	3

*THIS SHORT QUESTIONNAIRE FOR **YEAR HEADS** IS DESIGNED TO TAKE FACTUAL QUESTIONS OUT OF THE INTERVIEW TIME. THANK YOU FOR TAKING THE TIME TO FILL IT IN AND RETURN IT. IT IS **CONFIDENTIAL**.*

1 How long have you been teaching in this school?.....In other schools?.....

2 For how many years were you a class tutor prior to becoming a year head? .....

3 Which other roles or posts have you had ***prior*** to being a Year Head?
.....

.....

4 What is the official title of your role NOW?.....

5 Do you have **any** additional roles? (include anything HOD, COD, lunch time supervisor, after schools club
etc.....
.....

6a How many members of staff are you responsible for the work of in your MAIN role? (ie line manager of – how many class tutors?) .....

6b If you are also a HOD/COD how many teachers in your Dept?.....

7 Are there particular members of staff with whom you work more closely than others?.....

8 Who is **your** line manager as Year Hd? (Give position rather than name).....

9 What do YOU think are the **main tasks** for a *year head* with regard to behaviour and discipline? .....
.....
.....
.....
.....
.....

10 How much **time** do you think *year heads* have to fulfil these and other aspects of their role? (*also how many non-contact periods – and how many of these would you tend to lose for cover purposes?)*
.....

.....

11 Could you name some tasks which YOU see as the responsibility of the Key Stage Tutor, in the context of the Positive Behaviour Policy?

.....
.....
.....
.....
.....

12 Which outside agencies do **you** have to liaise with in the context of the Positive Behaviour Policy?

.....
.....

13 Who is responsible for writing and reviewing the B Ps (Behaviour Plans) at your year level and approximately how many pupils have been on these so far this academic year?
Who? ..... How many? .....

14 Were you consulted about the recent changes to the *year head* job descriptions? .....
(*older and newer versions are attached)*

15 As a *subject* teacher, do you use the referral system yourself, fill in incident report forms etc? .....

16 Have you ever had to send a pupil to her class tutor or her year head in the middle of a lesson period?

.....

17a How many pupils do you **deal with** regarding behaviour per week AS A YEAR HEAD? (approximately) (And how many **on** report?)

....

b And how many (for behaviour) as a subject teacher? .....

18 Who do you see as in over-all charge of discipline in this school?

.....

19 Could you list some tasks which you see as the responsibility of the class tutors in the context of the Positive Behaviour Policy?

.....
.....
.....
.....

Thank you very much for filling in this questionnaire. Could you please return it to me or put it in my locker asap. It will help inform some of the interview topics and I will let you have a copy of the interview questions prior to the interview.

(***FINAL*** VERSION)

QUESTIONNAIRE FOR **CLASS TUTORS**

*THE ROLES OF THE YEAR HEADS (**and class tutors**) IN THE IMPLEMENTATION OF THE BEHAVIOURAL POLICY*

Please fill in and return to me, or to my pigeon-hole in staffroom by if possible, and many many thanks!

(This should not take longer than **50** minutes approximately. Please let me know if it does!)

If you feel I have left out anything relevant re Discipline, Class tutor's role or Year Head's Role, PLEASE FEEL FREE TO ADD COMMENTS.

(This questionnaire is confidential and will **only** be seen by my OU tutor/supervisor)

FIRST SECTION

Please fill in these two boxes

1 ☐ Years teaching in this school? ☐ Years in another school?

2 For how many years have you been a class tutor?..... Years

2a Do you wish you had a **job description** for the extra responsibility of being a class tutor?	Yes	No
b Have you ever received training for this role?		
c Are you familiar with the whole referral structure for children with behaviour/indiscipline problems?		

3 Do you hold any additional **posts of responsibility**?

Yes..... (indicate which)..... No.....

Anything additional eg lunch time supervisor etc .....

4 Who do you consider to be in overall charge of **discipline** on the Senior Management Team?

.....

5a Do you think there is enough guidance given to Class Tutors, especially new ones, to do this job effectively?

Yes..... no..... not really.....

b How do YOU **KNOW** what to do, as a Class Tutor?

.....

c What do you think about the LACK of a job description for this role?

.....

6a Are discipline problems often formally referred to you as Class Tutor from subject teachers?

Yes, often..... Sometimes..... seldom.....

b If something is referred to you would you expect that the subject teacher would have made an attempt to deal with it her/himself first?

Yes..... ..... no.....Please comment.....

c Which of the following would you expect them to do? (tick all that apply)

Speak to pupil privately and try to resolve the matter	
Contact home by letter or phone	
Keep pupil in their OWN detention	
Impose a suitable punishment	
Other (what?)	

7 (please tick)

a Are you happy to have something referred to you more quickly if it is **serious**?	Yes	Sometimes	No
b Are there some days when you do not have sufficient time to deal with referrals?			
c Do you have difficulty gaining access to a telephone and/ or outside line to contact parents during or after school?			

8a How do you feel about the amount of paperwork you have as a class tutor?

It is manageable..... It has increased ..... Far too much.....

b Would you be aware of any problems in the backgrounds of your pupils?

(if so **who** gives you the information?).....

Yes..... no I haven't been told.....

c How many of your class are on the new **B P's** (Behavioural Plans)?.....(number)

d Would you be aware of **other** pupils of yours in your normal subject classes who are on these Plans?

Yes..... Not sure.....

e ***"Every teacher has a responsibility for discipline."*** Would you agree?

Yes..... No..... Not entirely.....

Comment .....

.....

f Do YOU feel **appreciated** in your tutor role? (and if so, by whom?).....

.....

.....

9a Have you in the last year filled in a **Concern Form** regarding the **behaviour** of any pupil whether in your form class or other classes?	Yes	number	No
b Have you in the last year filled in INCIDENT FORMS for any pupils?			
c Have you, in the last year had any of your pupils referred via the SENCO or Year Head to the Educational Psychologist for a behavioural problem?			
d Were you satisfied with the feedback you got?	Yes	not entirely	No
e Have you in the last year referred any pupil to the School Counsellor for a behavioural problem or for poor behaviour?	Yes	number	No
f Were you satisfied with the feedback you got?	Yes	confidential	No

10a Have you in the last year or two referred *any* of your pupils directly to the VP or Principal or Senior Teacher/Tutor, for poor behaviour, by-passing the Year Head as it was too serious?

Yes..... (number ....) No, I went through Year Head..... None.....

b If ANY of YOUR pupils were ever referred up as far as Senior Tutor/ VP or Principal were you satisfied with the feedback you got? (from whom?)

Yes..... Not entirely..... Still being dealt with..... No.....

c Were you happy about the way it was dealt with?

Yes..... Not entirely.....Still being dealt with .....no.....

Comment?.....

.....

11 In what way does the "Dominican ethos" of this school affect how tutors and others implement the Behavioural Policy?

.....

.....

MIDDLE SECTION

12a How many of your Form Class have been on direct daily report to you for poor behaviour, this academic year?

..... (approximate numbers are fine!)

b Do you think that sanctions such as Tutor's Daily Reports for poor behaviour are successful in achieving their aims?

Yes..... to some extent..... Not really .....

c Could you suggest **any** improvement to the system? .....

.....

13a Since September, how many of your form class have you had to refer **on** to the Year Head for poor behaviour (including persistent latecoming)

.....(number) none.....

b Are you satisfied with the feedback?

Yes usually..... not always..... no.....

Please comment.....

.....

c At the moment are any of your pupils on report to the Year Head for poor behaviour?

Yes.....(how many?.....) none.....

d In the last year or two have any of your pupils ended up being referred on to the Senior Teacher/Key Stage Tutor?

Yes.....(approx number) .....no

e Were you satisfied with the feedback you got?

Yes..... No..... Still on-going.....

Please comment further.....

.....

14a Were any of the referrals serious enough to be referred even **further up** the system?

Yes..... No..... on going.....

b Do you feel that a Formal Referral of a behavioural matter up the system **beyond** you, should mean that you **do not** have to deal with it further?

Yes..... in most cases yes..... no.....

Please comment.....

15a What **tasks** do YOU expect Year heads to fulfil with regard to the Positive Behaviour Policy?

.....

.....

.....

b If one of your form class is on report to someone further up the system, do you think subject teachers should still send them *to you* for bad behaviour?

.....

c Do you prefer to deal with fairly serious breaches of discipline yourself so the pupil knows that YOU are in charge?

Yes..... No..... Not if it is a repeat offender .....

d Do you feel **you** have enough time to deal with poor behaviour of your form class?

Yes..... No .....

e **When** do you deal with this? (Tick any which apply)

Before school &/or at Registration	
At lunchtimes	
Between classes	
In non- teaching periods	
After school	
In tutorial classes	

f Do you feel you have enough **time** with your form class each week to deal with everything?

Yes most weeks..... sometimes..... No.....

Please comment .....

16a What did you think of the teacher consultation process, and in-service days on the New Behavioural Policy? (*Two years ago now.*)

.....

.....

*(please **skip** the next two tables if you were **not employed** in this school then)*

TICK ANY WHICH APPLY and/or ADD OWN COMMENTS	tick
It was helpful to be consulted	
Year Heads need more time to deal with discipline	
I don't think things have changed much	
There are a lot of layers before someone is dealt with at the top	
It was worrying to see the differences in what some people thought serious misbehaviour and some thought trivial	
It has increased paperwork	
Teachers need to be more consistent about discipline	
It was good to see the consistency in what teachers found unacceptable	
Class tutors need more time to deal with discipline	

Write your own comments .....

.....

b What did you think of the consultation process in the past WITH THE PUPILS re the Behavioural Policy? (And recently with **parents**) (Tick any which apply)

I thought it was important to involve the pupils in what was expected	
*It will make pupils and parents realise what is acceptable and what is **NOT***	
It was a waste of time	
It won't make any difference to a hard core of persistent offenders	
I don't think things have changed much	
It has made a real difference	
Now the parents have been consulted things will improve further	
It just gave some pupils a chance to air gripes	
Pupils perceive the Policy as fair	
Parents need to understand they have responsibilities re behaviour	

Own comments? .....

.....

c **How** do you think the Policy is working **at the moment?**.....

.....

17a Do you find it hard to juggle responsibilities to your **subject department** with the job of being a Class Tutor?

Yes I am short of time..... No not really.....

b The problem isn't **time** it's.....

.....

c **If** you have **additional responsibilities** in the school, or another **role**, do you find it difficult to juggle your responsibilities (role conflict) or "wear two hats"?

No..... Yes..... (give details or an example)

.....

.....

d Do you think the fact that Class Tutors do *not* have a job description for that role can cause problems as to where **your role** ends and the year head's begins?

.....

.....

e Try to estimate how much time **you** spend on disciplinary matters **DAILY**

As class tutor.....As subject teacher.....other .....

Comment? .....

18a Do you feel that Year Heads are given more non class contact time on their timetables to deal with the more serious cases or the persistent offenders?

Yes.....(HOW MUCH time?)..... not sure..... no.....

b Do you know of other school where Year Heads have MORE time?.....

c Do you believe that referring a child **on** to the Year Head shows the offender that the matter is very serious?

Yes..... No..... Some pupils think they have won.....

19 Can you detail (without using the child's name) ANY incident within the last two years when something you referred up was dealt with **well** or **badly** by any layer of the Behavioural System above you. An example of *each* would be **really** helpful.

(continue on the back of **this** page please).....

FINAL SECTION (honestly)

20 Do you think the use of a "Buddy system" by **departments** (ie colleagues helping each other out by minding "boldies") would cut down the number of referrals to Class Tutors and Year Heads?

Yes..... No..... Not sure .....

Please comment.....

.....

21a Do you feel that you and your fellow Class Tutors and your Year Head work well as **a team**?

Not really..... Sometimes ..... Yes.....

Try to give an example .....

.....

.....

b Do you feel PART of a TEAM? .....

c Do you feel that the Year Group (pastoral) meetings are helpful? (In what way?)

.....

.....

d Does your Year Head have a line management role re YOUR pastoral duties?

.....

e What about the Year Assemblies – in what ways are they helpful?

.....

.....

f Would you prefer it if you could be with your OWN class at these assemblies?

.....

22a How do you feel about the "clean sheet" policy, regarding behaviour, for all pupils each September? .....

.....

b Does the "fast track" system (for persistent offenders) work?

Yes..... No..... Comment.....

.....

c Are you in favour of **HOME VISITS** to the parents of badly behaved pupils?

Yes..... no..... occasionally, as a one off.....

d WHO should make these visits?.....

23a Do you think the school should improve our **Reward System** in an effort to minimise poor behaviour?

Yes..... No, it is fine..... That could be time consuming.....

b Which Rewards do you feel **at present** are effective? (Tick any which apply)

Good marks	
Public Praise in front of class	
Private praise	
Written praise on work	
Work displayed	
Referral to Year Head for a certificate	
Sending to Year Head for further praise	
Sending to Senior Teacher for praise	
Letter home	
Public praise or certificate at School Assembly	
Public praise or certificate at Year Assembly	
Prizes/cinema tickets at assembly	

c What **else** could/should we do?.....

.....

24a Do you feel that an improved Induction Programme for the first Week of Year 8 with every teacher who has the class involved would actually help to improve behaviour later in school life?

Yes..... I don't really know.....

b Can you see any way we could use our Year 13 and 14 pupils as ***befrienders*** or ***mentors*** of badly behaved pupils, especially juniors, to stop them going further off the rails?

(and **who** ..... should "**run**" this system?)

.....

.....

.....

25a Do you feel that the **official structure** for managing discipline/behaviour in this school is:

Working very well..... Not working well.....Working Reasonably well .....

Please comment below

.....

.....

.....

b Do you feel you are aware of the strategies employed by your **Year Head** whenever pupils are referred to her/him?

Yes..... No..... Some of them.....

c Do you feel that Year Heads are fully aware of the amount of work done by Class Tutors with problem children **before** they are referred on up?

Yes..... No, not fully..... No, not at all .....

d Do you feel there is anything year heads can **do** to make YOUR ROLE easier?

.....

e Do you feel that senior management are aware of the amount of work done behind the scenes on behaviour by Class Tutors, following up problems, admin etc.? Yes..... no.....

Please comment here .....

f What could senior pastoral managers could do to make YOUR ROLE easier?

.....

LAST PAGE!!

26 Which of the following do you feel is in the "role set" of a **Year Head** (ie people worked closely with) Tick **any** which you think apply.

Pupils ..... Parents..... Class Tutors of that year ... subject teachers.....

Other Year Heads ..... Senior Teacher(ie Key Stg Tutor) ..... VP.....

HODs .....Senco.....Counsellor ..... Other support agencies.....

27a Please **skim read** the attached Job Description for a **Year Head**.

What would you like **added** to this?.....

.....

b Is there anything which should be **deleted**?

.....

c If Year Head posts were to be advertised in the next year or two would you apply?

Yes definitely.....
It would depend on which Year Group it was for.....
No definitely not.....
Probably not as I already have enough additional responsibilities.....

ANY ADDITIONAL COMMENTS ON *ANY* ASPECT OF THE NEW BEHAVIOURAL/DISCIPLINE POLICY OR on **the role** of a Year Head WOULD BE **GREATLY** APPRECIATED

(ON BACK OF THIS SHEET)

Thank you *very much* for **all** your help. **I AM TRULY GRATEFUL.**

PLEASE can I have it by_____ if at all possible.

There were NO question numbers or page numbers on the copies supplied to the 12 respondents.

The following three pages of this appendix detail the changes made to the original version of this questionnaire, piloted for Initial Study (Gordon, 2002) and resulting in this final version.

CHANGES TO THE QUESTIONNAIRE FROM THE INITIAL STUDY (GORDON, 2002) VERSION TO THE MAIN STUDY VERSION

The version of the questionnaire designed for the Initial Study suffered from being even more over length than the current version here (Appendix 9). Part of the Initial Study process was to pilot the questionnaire on two class tutors (these results are **NOT** included in the data sets of the Main Study) in the Winter of '01 and consequently several sets of questions were re designed into tick tables eg the questions which are now numbered7 a-c, 9 a-f in the first section. The question on the Dominican Ethos was added (Q11) for the version used in the main study as this issue was being raised in staffroom comments, and having been raised by respondents in answers to Q 32 of the middle manager (who are not HOYs) interview schedule "Do you feel the culture of this school allows teachers to acknowledge weaknesses in their dealings with various pupils". Whilst it was too late to add the ethos question to that interview schedule (Appendix 1) it nevertheless came up verbally as a prompt in the interviews, and was added to all other schedules and to the modified questionnaire.

In the middle section, the question table now numbered 26 had originally been separate questions which it took longer to scan the eye over and decide which answer was needed where. Some questions in the middle section were completely removed referring to pupils being referred on up to three different committees, VP, Principal and Board of Governors. This and the question re feedback from these were cut as it was not clear that they still existed, (pilots had put question marks) and also it became apparent that a question simply about feedback from the top would suffice. Question sets 13 and 14 were therefore getting at the perceptions and expectations of feedback. The two tables now labelled 16 a and b were re-vamped and shortened as time moved on, irrelevant questions could be removed and the tense changed eg former comment to tick "The new policy will make a difference" became "I don't think things have changed much" and "It has made a real difference". Space was still left for class tutors to add their own comments and all twelve involved with the Main Study did so. These changes resulted in the middle section being reduced from 5 pages to four. In the final section, a question had to be added asking class tutors if they feel part of a team (21b) owning to one tutor in the Initial Study pilot adding an extra comment about actually feeling quite isolated and not feeling part of a team, in answer to the question about working well as a team ie Q 21a. At that time it was thought that the research would focus more on teams, subsequently this was not the case but it was still very useful information in terms of how the class tutors felt about the pastoral meetings and how they worked with the Year Heads and basically whether they felt supported or not.

The question about rewards, now numbered 23b was tabularised from a list for consistency in presentation.
The question about how the official structure for managing discipline was reworded to read "discipline/behaviour" ie Q25a and the fourth tick option

ie "Not really working at all" was removed since three options were seen to be enough given that written comments were invited also, and assiduously filled in. Questions asking if there was anything which HOYs and then Senior managers could do to make the class tutor role easier were felt again be relevant in assessing understanding and support form line and senior managers and produced heart felt responses. They also showed that class tutors have a lot of valuable suggestions, but such questions also add to the knowledge of the expectations class tutors have of others' roles. 25 c "Do you feel that Year Heads are fully aware of the amount of work done by Class Tutors with problem children before they are referred up?" was modified to parallel the similar question on senior managers (Q25e). This again served to get at attitudes and perceptions of the HOY sensibility from the point of view of the "sub-ordinates" ie class tutors. The replies were illuminating, given that all HOYs had been class tutors, some fairly recently. In both questions, "Amount of work" replaced "enormous amount of work" which was felt to be too emotive.

The last page of the final section was flagged up as "Last Page" to encourage those filling in the questionnaire. The "Role set" of a Year Head Q26 was explained as (people worked closely with) and left as a number of suggestions to tick so that even if not fully understood it would nevertheless get a reply. HODs were included in the list of possibilities and these had NOT appeared in the original list in the version in the Initial Study. This was added as a direct result of the interviews already conducted, some with departmental heads, which appeared to suggest that *they* felt that HOYs *were* in their role sets, for example (Appendix 15, i, l&m). The researcher felt it was of value to see the class tutor perceptions on this, since all of them would also have HOD line managers, in their positions of cross over or dual accountability.

Attached to the Initial Study version of the Questionnaire had been the older version of the Year Head job description ie Appendix 5. As the researcher became aware of the newer version, it was decided to attach only the newer one (Appendix 6) to the questionnaire for comment (Q27 a&b). In spite of the length of this questionnaire, it was heartening the number of class tutors who took the trouble to comment on this. Possibly it had the advantage of novelty since very few people had ever read it. It was not for example the version that most serving HOYs were operating form and consequently, would not have been on display in the staffroom when the jobs were advertised in the past.

The only alteration from the piloted version of the questionnaire in the Main Study (piloted on *another* two tutors and **included** in the data sets for the Main Study) and the final version used for another ten tutors, was to alter the possible timing on the front from an optimistic 45 minutes to a more realistic 50 minutes, as reported by the pilots. This timing was necessary because most of the respondents filled in not only the tick answers but also the comment invitations. However the Main Study version, because of the alteration to tabular form of many questions represented an 11 page document as opposed to a 12 page one and

was, on average, ten minutes quicker to fill in, both Initial Study pilot respondents having taken 60 minutes plus. The tables undoubtedly quickened the whole process up and made the questionnaire look somewhat more professional. It was printed on pink paper for the research to make it more noticeable and less easily mislaid by respondents, simply because the overwhelming majority of sheets and documents on teachers' desks are white. For confidentiality, they were distributed, and returned in plain brown envelopes, with no coding of *any* kind added to identify participants.

A note on the origin of the questions.

A detailed account of the origin of the questions in the HOY interview schedule (Appendix 7) is now included there. Questions in the survey which are similar have similar origins. However, many more of the survey questions were constructed from long standing staffroom conversations and the expressed views and everyday concerns of Class Tutors, which a colleague and insider researcher, could not fail to be aware of. Examples of these would include; the lack of a job description for class tutors and the consequent effect on their role; referrals which come back down the system again; class tutors lack of time, and perceived lack of appreciation; and various role ambiguities and expectations of the Behavioural system, still bedding down. Finding out definitively about these and the consequences for their expectations and perceptions of the HOY roles was felt to be extremely useful in the context of this research.

[In all, twelve questionnaires were returned, including the two pilot respondents'. Discussion of findings from the questionnaire within the thesis includes material from all twelve as the pilots were also chosen to reflect a mix of experience and produced helpful data]

THEMES WHICH EMERGED FROM THIS CLASS TUTOR SURVEY

Lack of time for tutors and year heads
Year Heads being supportive
Role ambiguities for class tutors including role creep/overload
Ambiguities re the system
Unfairness re work loads
Lack of training
Lack of appreciation
Micropolitics and power
Powerlessness of class tutors – feeling ineffective due to work load
Effectiveness of year heads revealed in comments and critical incidents
Ineffectiveness of the system " " " "
Tutors weighed down under a heavily bureaucratic structure
Perhaps unrealistic expectations of those above in the system?
Clear vision of specific helpful improvements - but no forum for these

Following the emergence of these themes, Appendix 10 was re-designed. This involved a lot of re-analysis of all survey data and interviews.

THEME ANALYSIS SHEET (FIRST ATTEMPT)
(has not been modified since Initial Study) *Used, with the addition of coloured stickers, for preliminary theme analysis of meetings, documents, interviews and questionnaires.*

Ambiguity of **role** boundaries; own, someone else's, and ambiguity as to how the system should work as a whole

Lack of time

Intensification of job (and too much paperwork)

Frustration

Inadequate feedback and poor communication

Lack of consistency in the system

Lack of consultation

Unfairness of various workloads

Lack of training

Training/guidance

Leadership examples

Teamwork

Rituals/culture/standards

Rewards

APPENDIX 11 INTERVIEWS

SHORT ILLUSTRATIVE SAMPLE EXTRACTS OF DATA FROM SMT INTERVIEWS (SENCO (X) & TWO KEY STAGE TUTORS (Y) combined to avoid identification) EXTRACTS HAVE NOT BEEN INCLUDED FROM THE PRINCIPAL'S INTERVIEW SINCE THIS HAS ALREADY BEEN QUOTED AND CITED EXTENSIVELY.

INTERVIEW X

She does *not* see herself as a *line* manager. She feels that the Year Head (HOY) role is on a par with HOD and should have two responsibility points. She now realises that the two jobs are very alike, responsibility wise. She was aware of only registration times ie 15 minutes per day, plus approximately an hour (2 periods each week) for Year Heads to fulfil their extra duties. The changes in the year head role were that there was a more pastoral and team approach, creating a caring environment, valuing pupils and staff, team work, building confidence, rewards, counselling and lending support – supporting *each other.*
She rejected the idea of having a management style, even though on paper, she might be regarded as some people's "manager". She **trusts** people. She would not hand out orders. She DID feel that others had a different perception of her role...as it lacked boundaries. A couple of middle managers are now doing a stint on Senior Management and are able to get their ideas across. The SENCO felt that the injection of new life, new blood and new ideas had been marvellous.
She felt the *year assemblies* were great as HOYs were up there and the children saw them. It definitely raises their profile and gives them more say.
The Dominican ethos is in the implementation of the Policy...more praise...
She thinks the school's culture allows people to acknowledge their weaknesses, allowing people to admit they can't cope – because "we all have problems".

INTERVIEW Y (two key stage tutors, extracts combined)

As KS Tutor, this manager had 17 periods per week for her duties. She thought that year heads would have 3-4 frees to use for duties but would also need to use about 1-2 ***hrs*** weekly after school. An overview of a whole key stage lent *consistency* & saw teamwork as *very* important and valued each team member. Meetings would "set targets for the next meeting".
She stated that the role was of equal value to a HOD.
HOY ROLE SET: pupils, KS Tutor, parents, subject teachers & **HODs**.
She sees the main tasks of a year head (regarding behaviour/discipline) -To help each pupil achieve her full potential by supporting her with any physical, social, emotional or intellectual problems. They really have to think on their feet. Getting the team spirit going in the year group was key, although *it seems nebulous.* She felt the role was wider than the job description as the job description does not mention promoting year group feeling but interviewees would be asked ***how*** they would do this.
She thought that their role was *clearly differentiated* from that of a class tutor because issues would be handed on to them from the class tutor.
She saw HOYs as the next stage of the referral system, after class tutors.

She agreed that she *had* a different perception of her role from what class tutors and year heads may expect. It is more effective sometimes to be sympathetic to these children. Now pupils are ***not*** sent mid class for behaviour, and proper paperwork was in place. She is happy with the way the Policy is working.
The *reality* is that a pupil would be on report to the Year Head for a period ***much*** longer than the one stated in the Referral System...emphasising the **whole** child.
The pastoral/academic *divide* she did not feel existed as such. She was NOT in favour of departments sorting out their *own solutions* to discipline, other than for low-level incidents, as ***consistency*** was very important.
She helped draw up HOY job description changes guided by Investors in People.
Responsibility for staff development – A training role was NOT expected but rather HOYs being aware of their OWN teams' training needs and putting these forward at the KS Meetings. She felt that the "cascade effect" was very important.
With regard to training for year heads in their *own* role as *Middle Managers,* she felt they learn on the job. HOYs are being ***indirectly*** trained as year heads while class tutors - a *microcosm* of the job. It is difficult to separate HOY training out from whole staff development, eg. Child Protection. CPD was very important.
For a critical incident to do with discipline/behaviour, she cited an example she had dealt with wrongly herself. Although it was fairly serious, she should have referred the child sent to her *down* to the year head she believed.
She described her own management style as consultative – seeing dissemination of good practice and ***empowerment***. She would not actually over rule a year head. She saw her own management style as much more *collegiate* rather than autocratic. She felt that she would always try to give people their right to make decisions themselves. She *had never overruled* a year head in the context of behaviour. She had been very lucky in always having an *excellent team of year heads*. She really valued and appreciated her team.
She ***did*** see year heads (as middle managers) as part of the decision making process of the school as decisions would be discussed at the Key Stage meeting and would be passed on. She saw the decision making in the school as *much more collegial* now rather than hierarchical or bureaucratic.
She trusted her year heads to do what was expected. Obviously they are accountable, she said, but generally she would work on the basis of trust.
She ensured that people passed on the contents of the minutes. Regarding feedback, she felt all information would be recorded and passed on to HOYs etc.
She felt that *the year assemblies* were a very good idea and raise the profile of the year head role. She believed they were very important for developing year spirit but also for discipline. She thought the system was working quite well and year heads *were operating effectively* and engendering whole year group feeling.
She felt that *experienced* class tutors would *not* want a written job description.
The Dominican Ethos is exhibited in the involvement of parents and in the holistic approach to the children...both key stage tutors felt that the culture of the school *did* allow people to acknowledge weaknesses in their dealings with various pupils. However, one felt it was a question which others might answer differently.

SHORT EXTRACTS FROM DATA FROM THE HOY INTERVIEW SUMMARIES (A-E). *DATA FROM THE INTERVIEW WITH THE PILOT INTERVIEWEE, who until the brink of the research year, was a serving HOY, has been included also.*

INTERVIEW A

She only has after school time to fulfil the role, and 7 periods of non contact time - usually losing approximately 2 weekly for cover, with less next year.
She would feel uncomfortable as HOY suggesting tactics to a more experienced teacher and some of her tutors would have been more senior to herself.
She felt that there was little feedback from outside agencies. She felt that the role is *supportive of pupils* as well as of teachers. As HOY she *has pupils sent to her when she is in the middle of teaching*- difficult because her teaching time is being taken up. She sees the most difficult aspect of the job to fulfil is fostering parental involvement- lack of communication from parents who see contact as negative.
For (Q 1d, Appendix 7), she thought the referral system was good but needed to be adhered to. The TIME it takes to fulfil was a major constraint.
Her perception was that children presenting with most problems were kept with the year head more, even after several suspensions.
For ROLE SET of a year head, she felt she worked primarily with the Key Stage tutor. She also included class tutors, pupils and parents.
The ks tutor, her line manager, puts written communications into her pigeonhole.
With a pupil going on up it is very beneficial to have all the paperwork. She felt that *feedback from the referral structure was minimal*- on a *'need to know' basis.*
*Stressors:*The constant stream of written but more verbal concerns.
Regarding effectiveness, the year head felt that *inconsistency above her filters down also to class tutors who feel she is not fulfilling the policy effectively either.*
She has experienced this, (ie Appendix 7 Q5k) going to a HOD about a problem a pupil was having with a teacher. The HOD followed this up. She did not like to go behind someone's back. She **did** feel passed over or undermined at times.
She feels that she should be overlooking the whole picture for pupils but dealing with individual incidents etc (just a holding exercise) means that she does not have the *time* to do this. She felt that the *pastoral/academic divide* ***did*** *exist.*
She did not feel that a year head has the ***autonomy*** that they had in the 70s.
She does *not feel like a middle manager.* She does *not* feel "the job is given the *worth* of a middle manager". She feels her tutors and herself are part of a team.
She does not feel she gives to them or really helps them. She *does not feel that they expect training* but they do expect guidance. She does *not feel like a line manager*, she does *not* feel like *anyone's boss* – it is *more collegial.*
She would like to be nipping in at registration making positive comments to the classes and passing on praise if pupils have behaved well on a trip, which would also be positive reinforcement help to the class tutor... & seeing the good pupils.
She did *not feel part of the decision making process* in the school. She felt the decision making was *hierarchical/bureaucratic* most of the time.
She felt colleagues were open in expressing opinions on aspects of the policy.
She felt there was a differentiation between what the *core values* ***should be*** ie honesty and respect and right etc and *the reality ie show and pomp.*

She did *NOT feel valued as a year head* but was trusted by her team. She was not sure about whether she was trusted by those above her, citing an example ... Year Heads aren't in the 'loops' all the time ...Even pupils fill you in.
She felt that she *relied on the grapevine* to find things out. The daily briefing 'informed' her but got her back up as discussions were introduced.

INTERVIEW B
Because of the **time** constraints of dealing with and supporting a difficult class she feels that a couple of less troublesome classes have been neglected without a doubt. The role is almost remedial. "Frantic activity in the school." You rush out essentially not knowing what is going to come up. She felt the team were very good in her year. "You are pulled in so many ways."
Time was a major constraint on her ability to do her job well. She saw the *time factor was a management issue* and that if the role of class tutor was primarily **admin** & HOYs had *more* time allocated – *they* could deal with behaviour issues.
Regarding discipline in the school, she felt that once it went beyond the Key Stage Tutor *things seemed to be very fragmented.* "There does not seem to be consistency in practice." She felt her team of tutors were all very different but amazingly good and experienced and there was *no reward* for the role, it was just expected and there was *no real training* for it either.
She felt,"***day to day the role was 'SENT' to me from below***" *and "that is the way it should be."* With **more time** she could do more- a year to get the overview.
Outside school, she had only been on a half-day ELB course.
She felt the *quasi consultation process*...was *manipulative.*
She felt that there was *a lack of consistency from the top to appease a parent...* Even if they do not agree with what you are doing you *should be able to expect colleague support.* This would be an important aspect of ***empowering the year head***, rather than undermining them as, she felt, happens.
There was mutual respect with her line manager and good feedback from her...
Regarding the expectations from the top (ie above her line manager) of her role, she felt it was probably to keep things out of their way...Expectations of others- they saw her as a reference point, even "*a trouble shooter*".
She did not feel that HOYs and HODs needed to have specific meetings "*meetings for the sake of meetings*". She felt ***time*** was a massive issue.
She felt that there needed to be ***more*** *staff meetings.*
She found the phone a nightmare in terms of interruptions.
The biggest cause of ***stress*** is *the time constraint* having to be in so many places and deal with everything at once (role overload) - so *much* to do.
She often has pupils in her room to help out with a situation while she teaches.
She felt that the year assemblies were valuable for the year group but that they were sporadic this year...however she did not have her class tutors with her.
She acknowledged that it was *so* important to have a lot of paperwork on a pupil as *evidence* and an over view, providing valuable information.
She was not totally happy with the feedback from outside agencies.
Teachers after all are *professional people.*

She feels the HOY role needs to be clarified more. She mentioned the remuneration disparity -5 HODS have 2 management points but HOYs have one. She felt that nowadays year heads do **not** have **autonomy**. She feels as *the job description has got bigger* and bigger it is both *never ending* and ***unpredictable***. She felt that *'middle management' was just a term.* She did not see that *she* had any forum to interact with ***senior*** management (other than the at key stage meetings). The system is *too top heavy.*
She felt that *time* and targets for attendance etc mean that there is ***no time to train her team of tutors***. *She does trust her tutors* She has to *respect* their handling and go with their *professional judgement.*
She sees *class tutors as* ***unsung*** *heroes* as it is *a role without remuneration.*
She felt the core values and ethos were about "*image and public perception".*
She felt that the *culture* of the school does *not allow* teachers to acknowledge difficulties in their dealings with a child. She felt there was no real forum for this and no support mechanism- you pedal alone. She felt it was *a lot about image* and there was *no real respect for the staff and that they were not valued.*
She felt *valued as HOY by class tutors and by KS Tutor* but other than that, **no**.
She saw decision making in the school as totally *bureaucratic and hierarchical.*

INTERVIEW C
She rejected the idea of being a "line" manager to the tutors. She saw them very much AS *a team, not* expecting training from her, but maybe some guidance.
She saw them as *equal professionals*- she did *not* feel she was ***over*** them. She felt she was a conduit, filtering the class tutors' views *up*. She trusted them.
She feels that there should be a lot more ***autonomy*** with the role. "Nowadays it has little autonomy". She thought that the Positive Behaviour Policy was ***not*** being implemented properly or consistently in the school currently; for a serious matter, a 2-3 day 'suspension' was not a big deal.
She felt that the HOY paperwork previously *had* been manageable, but... She saw this very much as **role *overload*** rather than any type of *enhancement* of the year head role. She felt that the amount a year head had to do in the very small amount of time given was *ridiculous,* bearing in mind their subject department and other meetings after school etc. One free class daily would really help.
She did at times, feel ***undermined***.
The main *stressor* was feeling **powerless** in the year head role. When asked about ***core values*** she differentiated between the ***real*** ones, as opposed to *the official ones* re caring etc which she saw as *how* the school is presented, "the show". There was not enough communication – numerous directives.
As a middle 'manager' she felt a lack of freedom because of very tight management and **instructions from above but** part of the job was *carrying up* concerns from the class tutors and trying to ***fulfil expectations from below***.
She thought that class tutors not having a written job description was **a disgrace** as so much more can be added on to the job. A job description, she felt could clarify their role and in turn the year head's role.
For HOYs, she thought that the on-going training, support and guidance from above in the role was "too controlling".

She described the buzzwords in the expectations from above as "promoting teaching and learning". The *constraints* which stopped her fulfilling the role the way *she* wanted to were; *very firm management*, the *time* aspect ...
She was not happy with the feedback from outside agencies...She felt that paperwork did *not* benefit the kids.
She felt that the pastoral/academic *divide* is still very true. She did ***not*** feel that the school's culture allows teachers to admit weaknesses in dealing with pupils. She did *not feel valued* as a year head ***but*** she felt she was "trusted by my team". She felt the question re being trusted by those above was "a difficult one to answer" because she didn't believe in toeing the line.
She was not happy with the feedback within the system. She felt *kept out of the loop* as everything was on a 'need to know' basis. She acknowledged that she had to rely on ***the grapevine*** to find out things in her own year level.

INTERVIEW D
Simply *not* enough time to carry out the main duties and her other duties as well. She would ***like to be able*** to call into classes at registration times now and again to see how things are going and to ***raise the profile*** of the role but because she is used to cover absent class tutors in her year, and you are ***"fire fighting".*** there is seldom time. The main difficulty is having to teach a substantial timetable *as well*. There was no on-going training from her own line manager.
Now input from SMT filters down, from the Key Stage Tutor Meetings a few days before the year meetings, what they want you to do. She felt that the VP and principal ***expect*** her to take care of low level misbehaviour, attendance and punctuality and take assembly every six weeks or so. Class tutors expect her to deal with situations that they cannot deal with. The K S tutor ***expects*** her to disseminate information from above and to deal with things.
There was no ***feedback*** from outside agencies she was merely asked for information at short notice, so it was *one way*.
The phone constantly interrupts classes which she finds extremely stressful. Role conflict turned out to be a major difficulty because it was hard to get on with the amount of teaching she has, with telephonic interruptions and ***pupils being sent during class***, when she is **teaching.** There was also the *time factor* of NOT getting time to do the HOD work as the other took priority. She felt ***no*** HOD should be able to apply for an additional role such as HOY, as these roles were totally incompatible (*and* conflicting) and *too* much responsibility for one person. She felt that it would be nice for class tutors to have a written job description in order to see what their parameters were. They are like **conduits or filters to the year head**. Perhaps it would help to **clarify their role** and therefore that of the year head. Because she is working with colleagues, she would ***never refuse*** a referral from a class tutor. She gave an example of an ***overlap*** of class tutor and HOY responsibility regarding attendance notes which was wasting time.
A stressor -people wanting her to *deal with things immediately* and some people expecting her to give off to a pupil, on their say so and in front of them.
Feedback was indirect -she hears at the morning briefing etc *or* she doesn't hear of someone being sent home in her year until the next morning's briefing.

If one *teacher* was having a problem with a class and no one else was, she would deal with this scenario (Appendix 7,Q5k) by dealing with the *symptoms*. She felt strongly that it was *not* her job to deal with teachers. She saw the suggested scenario as a *management* ie senior management, role.
The main change she would like would be to give year heads *more* ***power*** and to ***trust*** them more to deal with things. Previously they had more autonomy but nowadays there was ***no autonomy*** in the role of year head.
She feels here is ***no*** sense of the HOY as in ***total charge of*** (managing) the year - just another layer of the hierarchy. She felt undermined.
She said that the job was *called* middle management, and she would LIKE it to be middle management but she did *not* feel that it was. It was more like "gathering up the pieces". She did *not* train her team at all, as her view was that it was ***not*** a middle management role. She ***trusts*** her class tutors implicitly and they trust each other. She would *never question* someone about how they handled something. There was an ethos of truth and teaching the *whole* child, - a caring school. She *did* feel ***valued*** as HOY, by the class tutors, but **not** by the higher layers of management. She very much felt *trusted* by her team. She felt trusted by those above her but felt that she would ***be checked up on.***
At times she was "kept ***out*** of the information loop" but she *did* feel part of the school decision making process. Decision making in the school she saw as definitely hierarchical and ***not*** collegial.
She saw the daily briefings as informing her rather than adding to her work load.

INTERVIEW E
When appointed HOY, she remained as class tutor for a year due to timetabling. She felt that difficult aspects of the role were, dealing with parents where there is a lack of parental support, the admin... The great lack of ***time*** to do these things makes the job very **frustrating.** Time after school is used for duties. Some weeks she "would be tortured". This year has 9 'free' classes but would regularly lose some for cover. Next year she will only have 5 'free' classes.
The only training was a full day ELB course at a teachers' centre. She felt it had been more suitable for a HOD type line manager with an emphasis on it on ***time management***, and that it had been of no benefit at all.
Expectations are that she is an efficient manager, "running a tight ship".
She saw the daily briefing as not adding to her work as HOY, but informing.
She is happy with the feedback from outside bodies.
She felt *"More recognition for the work HOYs do daily"* would raise their profile.
She felt sometimes passed over or undermined especially if she was not informed of things connected with her year, eg suspensions and behaviour.
She believed that HOYs are responsible for the development of the whole child – spiritually, academically and socially".
She did not see the pastoral/academic divide as important.
She does not view herself as a middle manager and does *not* feel she can have a training role for her team. She *has* tried to lead by example. She did not feel that her team would resent training as they are professionals themselves.

She felt that balancing up accountability and trust was done by monitoring and evaluating, observation and participation, within the pastoral team.
She feels trusted by her team and that the school upholds the Dominican ethos.
She ***does*** feel part of the decision making process in the school at times.

SHORT EXTRACTS FROM INTERVIEWS WITH SOME HODS, POST 16 CO-ORDINATOR AND A PART TIME TEACHER

INTERVIEW p
She noted that HODs meetings are always taken by the Principal, whereas the HOY meetings are taken by the KS Tutors - it seems to reflect a *difference in status* she felt. Some HODS have two points but all year heads have one point.
An example of a behavioural incident which was handled badly was the on-going way the problem of confiscated jewellery is handled. If parents come up aggressively they *always* get it back immediately. Consistency. "All you have to do is say 'no' once."
It would be difficult if a class tutor or Year Head made such an approach (Appendix, 1, the "scenario" question 16) but *it would be a valid part of their role,* she felt. It is very difficult because of the idea of trust.
She felt that the Year Heads ***do*** have a role in the academic progress of the pupils.and saw the HOD *role set* as; department members, SENCO, HOYs from other years, class tutors of classes taught, parents, pupils and also other HODS.
The Year assemblies she saw as having *no* effect on discipline as the children are standing fidgeting. If seated ...could have a positive effect on discipline.
In another school, the interviewee said she knew that the year heads had an extra two free periods per week. She was not sure in this school.

INTERVIEW q
She felt completely in favour of the "new" Positive Behaviour Policy as a form of positive discipline, and in aligning pupils to types of behaviour which should be rewarded and thereby taking away from the negative.
She felt year heads should be out on the corridors between the classes raising their profiles, being out and about and being seen by the pupils. She stated that year heads receive training, and should train their class tutors. It was a middle management role. She stated that there were no staff meetings.

INTERVIEW r
She expressed a worry that a parent could get really fed up with a school if a variety of people were phoning home about different subjects etc.
Regarding outings for children in behavioural situations, she thought that the effect which it had on *other* children who were left out had not been thought out. She advocated discussion so that everyone on the staff had the same vision. She felt there should be more communication & discussion on how the Positive Behaviour Policy is *applied.*
She felt that year assemblies had little to do with discipline. The standing about resulted in them being ineffective.

She felt they Year Heads had *very limited time*. She could see little point in a year head phoning a day after an incident. She could not see how all these roles could carry out their functions if there was no cross communication. She noted, "There are no *staff* meetings –you need cross fertilisation..."

INTERVIEW s

She felt the Positive Behaviour Policy was very good *in theory*-It is in transition. She noted that most HOYs would have been appointed under the older job description. All her HOD work has to be done after school.
She very much believes that the HOD *has* a role in discipline in the dept. Members of her Dept help each other out (team work) and Buddy system.
Regarding the role of year head in the *academic progress of pupils in their year,* she felt that if HOYs are going to be very much involved in ***academic*** progress this would necessitate frequent meetings with subject teachers and HODs.
Regarding the *role set* of a HOD; Key Stage Tutor, *Year Heads*, own dept, teachers, pupils, parents, subject adviser.
Her suggestion for improving the Positive Behaviour Policy would be to move it more *into practice* and constantly *re-visit* it and find that bits of it are not being implemented. The problem is that children are almost congratulated and rewarded for a week's good behaviour yet other children who are good for 52 weeks get nothing.
She felt that assemblies were important in telling pupils what is happening in the school with prizes showing them appreciation at their key stage.
She was not sure how much time year heads get. She felt they might possibly have one free period a day plus registration. The Policy is the ***Positive*** Behaviour, not discipline. Roles would be clear at a glance and jargon free.

INTERVIEW t

She felt that generally something has to be done in terms of structure so even having a positive behaviour policy was positive. She would have no difficulty with a HOY or tutor coming with a problem in the class of one of her department. She would be glad to know and would try to get the teacher to tell her by asking how she was getting on with... Sometimes an outsider can see something you can't see. She saw this in *no way* as a conflict with her role as HOD.
This HOD did *not* include HOYs in her role set but did include colleagues in nearby classrooms (Buddies). Thinking about the role of a HOY, she did *not* see the HODs as part of their role set- as she said it involves another layer of bureaucracy and going through different hierarchies.

APPENDIX 12 SHORT EXTRACTS FROM OBSERVED MEETINGS

(SOME ARE HEADS OF YEAR WITH CLASS TUTORS AND SOME ARE KEY STAGE)

MEETING a AUGUST 2002 YEAR – MEETING (First of year 02-03)

(9 agenda items originally, plus AOB)

An agenda could not be distributed in advance since it was based on the Key Stage Meeting, which occurred just before it.

If form period is last class then pupils could get out early at times as a reward. This would go ahead if the new principal agreed, but would be monitored. Those not having form period last worried about *their* classes.

The Principal, is determined to target litter. There is to be zero tolerance.

Again the intention is to be very strict on the subject of braided hair, for health and safety reasons. Teachers need to use initiative but there was *some discussion* of pupils who habitually wear skirts which are far too short. White socks are totally banned. The no jewellery rule will continue.

The Year Head clarified that all the class tutors were fully au fait with the referral procedures for behaviour etc. She offered referral & attendance reports...and tutorial booklets and confirmed the Late Book operation.

It was stressed that contact phone numbers/addresses needed to be updated for the office as the school uses the Truancy Call system.

Anyone insisting on getting out for doctor or dentist *would be seen by HOY* as such appointments could not be made in school hours.

Also - pupils were habitually *not* bringing in absence notes...

A supply of "dockets" was also offered, which some parents found it easier to fill in, rather than writing a letter.

MEETING b NOVEMBER 2002 YEAR – MEETING

(8 agenda items originally)

The HOY welcomed and thanked the class tutors for up-dates sent.

POSITIVE BEHAVIOUR POLICY - The parent part is to be sent out once class tutors have commented/amended it for the VP. The year head suggested the tutors could comment on it separately, if they wished, rather than taking up time at the meeting as so much to be got through.

PUPIL INFORMATION FILES - A class tutor agreed about their importance and gave an example of where she hadn't known there was a problem at all. *In terms of adding to files, one class tutor pointed out that the class tutors had an awful lot to do. She wanted this passed on to the year head meeting with Key Stage tutor. The year head readily agreed it would be minuted* but said that hopefully it would save class tutor time because teachers could add things that other teachers needed to know.

Another tutor agreed that registration was really hectic.

A tutor felt that things relevant to pupils should be *mentioned to teachers.* "Briefings are unsuitable for this as student teachers are there," she said. *It had been suggested at the Key Stage Meeting, the HOY explained, that everything could be completed today (in terms of adding information to pupil files) but the year head appreciated that this would not be possible.*

ATTENDANCE -The HOY said she wanted to speak to pupils with poor attendance but would be guided by the class tutors as some could be genuine. *She stressed that the tutors would know the individual circumstances re absences as they were the ones on the ground.* One

tutor suggested there had been a lot of genuine illness, and that it was a very abnormal time. The year head mentioned names but then *stressed that she did not want to give tutors extra unnecessary work but queried the actual computerised role/attendance information, as did one tutor.*
DETENTION One tutor raised an issue about a child not attending detention for late coming but felt the *she* would rather the child comes to school rather than stays at home. For some children it is a bonus if they come in at all as the family sleeps in. Staff need to be aware of this. Regarding latecoming, the year head will give out lists from the late book to see if they tally with the class tutors' own information.
PREFECTS – ROLES – The HOY explained that the KS Tutor felt that with the school focus on literacy, the prefects should be supervising reading with the classes at briefing time, giving them a more positive role.
The year head said she had told the Key Stage meeting that she would prefer to consult the teachers regarding the room use for registrations...
TUTORIAL PROGRAMME - The drugs and alcohol talk with outside speakers, if arranged, *could save tutors duplicating this work.*
The HOY had asked the school nurse to talk, if requested, to the year group. The year head thanked everyone for their contributions.

MEETING c SEPTEMBER 2002 YEAR – MEETING
Tutors were welcomed to the meeting by the Year Head who then asked for names of pupils currently giving tutors problems regarding attendance and lateness. Tutors were invited one at a time to mention names.
She ensured that each tutor had a pastoral programme file with all the materials, encouraging tutors to extend bits as and when necessary.
It was agreed that prizes were better given out at the HOY assembly.
Handouts were given out to each *tutor for consultation* on the Rights and Responsibilities of Parents – tying up the final bit of consultation with a group of parents, regarding the (new) Positive Behaviour Policy, which the former principal had been involved with. *All comments were minuted.*
A tutor asked about letting pupils out early as a reward for good behaviour, especially if form class was last in the afternoon. The Year head stated that the Principal had said to leave it with her, when it was discussed but she hadn't got back to the Year Heads yet. Friday pm was *discussed* as ideal, if form classes could be timetabled for that time. All this was minuted. They discussed it as an added monthly incentive one feeling strongly that it could be an excellent incentive to those not having 100% attendance, punctuality and behaviour.
At 3.45pm the meeting ended and the HOY thanked everyone.

MEETING d APRIL 2003 KEY STAGE – MEETING
The fact that many pupils come in at breaktime was noted. One HOY felt they were opting out. One HOY felt basically that no importance was placed on education whatsoever... Another HOY suggested if school had its own attendance officer... The KS Tutor revealed that the principal was trying to get funding for a teacher to do home-school liaison.
A HOY drew attention to how school targeted pupils for the GCSE *suggesting* that it would be better if the school targeted those attenders who aren't *too bad* rather than the very disaffected. This could actually

produce a real improvement. *It was agreed that this together with the home/school attendance teacher might be the way to proceed.*
The Key Stage Tutor asked the year heads about pupils on report. She would keep a couple of girls for a week and pass them back to the HOY. On one day, a HOY stated, there were12 pupils reporting to herself.
The KS Tutor asked for comments from her team of year heads on the proposed 10 period day, and asked them to raise the matter with their year teams at their meetings on Wednesday.
Year Heads were given the draft Drugs Policy and asked to have a look and comment so that amendments could be made before duplication. All agreed that it was useful to have the sanctions clearly listed.

MEETING e MARCH 2003 JOINT KEY STAGE MEETING, (ALL HOYS PLUS THE TWO KEY STAGE TUTORS).
(On proposed power point version of the Positive Behaviour Policy)
Some HOYs wanted the *order* of the aims of the school changed but a KS Tutor explained that this was the order in all the school documents. It was suggested that perhaps people would be given a copy to work on a few pages each of suggestions. One HOY felt that putting it on power point was a marvellous idea, but her KS Tutor pointed out to her that the idea had initially come from that HOY. 2 HOYs felt that it would be useful at year assemblies. Yet another hoped it might almost work by the power of auto-suggestion, that the pupils would get used to the images and rules and unconsciously absorb them. There were *suggestions* about putting the code of conduct/rules onto the school's plasma screen, on assembly hall doors and on the electronic displays.

MEETING f MARCH 2003 YEAR – MEETING
HOY checked everyone had got a copy of the minutes for Jan 2003. Arising from the minutes, the HOY mentioned that the referral names for the EWO had been given to the KS Tutor but that no more had been heard. In the minutes however some pupils were to be referred to as 'educated off site' in the rolls. The HOY would like to know what going on. Tutors were then given some feedback re pupils helped by ELB Support Services. The SENCO (also a tutor) mentioned that support was not just for bad behaviour but was available for low self esteem. A tutor asked about a pupil and the SENCO offered to raise it with the ELB link person. The HOY asked for 2 names per class, for rewards based on whatever criteria that the class tutors wished.
The HOY brought up pupils wearing makeup. Class tutors joined in with suggestions to enforce the NO makeup rule. The HOY suggested sending them down to the welfare assistant to remove it but tutors mentioned problems of some being allergic to the removers.
The HOY asked the class tutors to let her know now of pupils who just needed to **attend** a bit more to improve possible GCSE grades. *She was willing to phone homes and do an extra push on this* as tutors had been following up these girls a lot and could be fed up with some. The HOY felt she could be "*a different voice on the phone*" chasing them up, much as the EWO does. Each tutor, including the SENCO, availed of this help.

MEETING g JANUARY 2003 YEAR – MEETING

The HOY asked each tutor in turn for her views about pupils on tutor report. One girl on report was making no progress. *The HOY suggested* taking her off, and onto a target setting card until the weekend to assess progress. The tutor said that she'd inform the parent of this other chance. *The HOY stated that at the KS Meeting, the week before,* it had been proposed that all class tutors should again interview each of their class for 3 or 4 minutes about their progress in their tests and their set targets and how they could improve, as was done in September, following the June test results. *The KS Tutor wanted targets reviewed. The HOY explained that the KS Tutor wanted the parents involved, if possible.*

The tutors were happy enough to do these interviews but felt that inviting parents in would be a logistical nightmare for 3-4 minute meetings (and of little value), AND a parents' meeting was coming up. The HOY, referring to the September experience felt that 3-4 minutes was *simply not enough and suggested some strategies to shorten the necessary time.*

All of this was minuted and the HOY agreed *to go back to the KS Tutor* with the tutors' views that all were willing to do it in tutorial time but *all* felt that having the parents in for these would be a mistake...

A detailed discussion ensued resulting in the idea that the pupils would fill target sheets in, for homework, and the tutor at the interview could then suggest additional targets if necessary. Parents would then sign and comment on them. *The HOY offered to use her free time to cover for the tutor with the large class. The HOY stated that suggestions of targets could be made in class, especially for the weaker pupils.* Target sheets are to be given to the pupils that Friday [this meeting was on a Monday] and collected the next Monday. *The logistics were clarified in the minutes.*

[The meeting had a relaxed, friendly atmosphere even though business like. There was some ribbing of a tutor taking the minutes who asked for spellings of some of the more complicated surnames.]

During a discussion of condoned absence and poor punctuality, the *HOY gave a helpful example of how she had dealt with such an issue* (as a class tutor). One tutor described encouraging a pupil to get off report...

Tutors then mentioned anyone who was causing concern...

45 minutes into the meeting, the KS Tutor called in. The HOY explained her idea about the target sheets going home on Friday and being collected on the Monday to facilitate the pupil interviews, as discussed earlier. The KS Tutor stated that a similar sheet had been included with the reports for the parents to sign. *No one had been aware of this.* The KS Tutor then explained that there was no need for parents to be at these interviews since a parents' meeting was coming up shortly.

The meeting ended at 4.10pm

MEETING h MAY 2003 YEAR – MEETING

The pastoral meetings were at short notice, with no time to distribute an agenda so the meeting worked from this Year Head's Agenda *(13 items).*

- Pupils on report
- Tutorial Programme – Revision
- Videos on Road Safety coming
- Attendance Certificates – names

- Daily Detention – must go regardless of reason to get home
- Rewards- Easter Success – Certificates this week
- Draft Drugs Policy (available from HOY)
- Merit Awards
- Peer Mediation – second assembly based on it today
- Year __ Link HOY and KS Tutor
- Detention – going well
- Named pupil – more bullying today – what to do
- Year _ Field Trip - Medication information

The first item was *discussed at length* with each tutor present. They listed who was on report and for what. *One tutor brought up a query with regard to the referral system in relation to persistent offenders.* The year head got out the tutorial booklet where some information had been reproduced in an attempt to clarify the situation. It does not state for example that one child comes with 10 reports to the year head (is two weeks on report). It was thought to be 15 ie THREE weeks. Then when they go to the Year Head and do 10 reports, what happens? *The HOY agreed that there is ambiguity because she herself had girls on report for 3-4 months.* One child, she acknowledged, would always need to be maintained at HOY level, even though she'd been up to KS Tutor. The policy, she reiterated, is inclusion. There was no where to go other than *up*. The KS Tutor was aware that the HOY was keeping some pupils for longer than the 15 reports. *The HOY minuted this ambiguity.* A tutor with many pupils on report noted she had considerable work in the mornings...

- ***At this point*** *the Key Stage Tutor joined the meeting and gave the HOY another Agenda. One item was not on the HOY original Agenda.*

The Key Stage tutor wanted to tell all the tutors about Peer Mediation. She was aware from previous minutes that some tutors were concerned that peer mediators would be dealing with things they were not able for. She asked the Year Head how her role play Year Assembly [observed by the researcher] on peer mediation had gone that day.

The K S Tutor asked if there were any issues arising from the agenda. The problem was raised about another child who simply refuses to do her homework for one subject- ever. The K S Tutor felt there was a friendship group problem. She asked that this problem be left with her.

Then the Year Head raised the concern re clarification about the 15 reports and referrals on up the system. The K S Tutor felt that the 15 reports do NOT work at HOY level and at KS level. She really felt that this aspect of the Behavioural Policy would need to be looked at again and updated. She had 4 on report at the KS level and it takes her all her time, she stated, as they are major. Therefore, she felt, if her Year Heads were to refer on up after 15 reports she would be inundated with nine or ten. She felt that pupils needed the incentive of being moved DOWN. The HOY reiterated that she was happy to keep *one* child on for the next 3 weeks until the tests as the school was working on **positive** behaviour.

The KS Tutor ascertained who else was on report to the HOY, double checked with another tutor who she had on report and went through the attendances too from the list. She then asked if the meeting had got as far as the Drugs Policy (they had not) and said feedback (re the Drugs Policy) was needed as soon possible. The meeting ended at 4.10pm.